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EVALUATION OF THE EDUCATIONAL MEDIA KIT PROJECT. FINAL REPORT.

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THE PURPOSE OF THIS PROJECT WAS TO PLAN, PRODUCE, EVALUATE, AND ARRANGE FOR THE DISTRIBUTION OF A KIT OF MATERIALS FOR USE IN DEMONSTRATING AVAILABLE AUDIOVISUAL MEDIA AND THEIR APPLICATIONS IN EDUCATION. FOLLOWING THE PRODUCTION OF THE KITS, QUESTIONNAIRES WERE COMPLETED BY USERS AND AUDIENCES. REACTIONS WERE FAVORABLE, AND COMMERCIAL DISTRIBUTION OF THE KIT WAS RECOMMENDED. (MS)

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FINAL REPORT
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EVALUATION OF THE EDUCATIONAL MEDIA KIT PROJECT

November 1967

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

Final Report

Project No. 5-0707
Contract No. OE-5-16-013

Evaluation of the Educational Media Kit Project

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Richard B. Lewis
San Jose State College
San Jose, California

November 20, 1967

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U. S. DEPARTMENT OF
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Consultants:
Dr. Wesley C. Meierhenry (University of Nebraska)
Dr. Robert E. Stepp (University of Nebraska)
Dr. Raymond Wyman (University of Massachusetts)
Production Staff (San Jose State College):
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Miss Shirley I. Fisher
Graphic Arts
Mr. Daryle M. Webb, in charge
Miss Vicki F. Bales
Mr. Doug Trail
Recordings
Mr. Walter W. Fox
Secretarial
Mrs. Mary C. Bowers
Selected Evaluators (former National Workshop participants):
Dr. Raymond E. Denno (California State College at Fullerton)
Dr. Gene Faris (Indiana University)
Mr. Paul S. Flynn (Western Carolina College)
Dr. Walter J. Mars (American Association for Colleges for Teacher Education)
Dr. Kenneth M. McIntyre (University of North Carolina)
Mr. Pierce E. Patterson (Orange County Schools, California)
Mr. William C. Prigge (Illinois State Normal University, at Normal)
Mr. Henry C. Ruark, Jr. (Oregon State Department of Education)

SUMMARY

The purpose of this project was to plan, produce, evaluate, and, if feasible, arrange for distribution of a kit of audio-visual materials for use in presentations to demonstrate the variety of available audio-visual media and to indicate some of their applications for implementing changes and improvements in public education. Justification for the present project was based upon the successful results of the National Workshop on Educational Media Demonstrations, a former N. D. E. A. Title VII-B Project. This present project was conducted in three phases.

Phase I was to plan the content for the Educational Media Kit. Objectives to be served for specific audiences were established. Specific educational media were selected for inclusion in the Kit. Treatments and/or storyboards were prepared to describe how the content, relating to each medium, would be presented. Positive reactions to the plans were obtained from twenty-five evaluators. Three consultants then assisted the project co-directors to complete the plan for the content of the Kit.

As developed during Phase I, the format of the Kit included three sections---an Overview film as an introduction to the range and roles of media in teaching and learning; treatment of various media in detail, termed Media in Depth; and a series of case examples, called Media Applications, to show how a variety of media contribute to teaching various topics.

During Phase II, on the basis of the outlines and descriptions prepared and evaluated during Phase I, the materials for the three sections of the Kit were produced. Then, twenty-five sets of all items were prepared to be used for testing the effectiveness of the Kit in Phase III.

The twenty-five test Kits were distributed to ten Regional Educational Laboratories, nine Educational Media Institutes, four State Departments of Education, and the Demonstration Center of the U. S. Office of Education. One copy was held at San Jose State College. Two questionnaires were prepared and distributed---one for presenters who used the Kit, and the second for members of audiences. A total of seventy-three uses for the Kit (between May and September, 1967) were reported. Completed questionnaires were returned from 1,743 members of audiences who saw presentations. The reactions of both presenters and audiences were highly favorable, and suggestions were offered for improving some items in the Kit. In addition to these evaluations, over thirty letters were received asking for information on use or purchase of all or parts of the Kit.

The consultants and co-directors agreed that the positive reactions to the Kit, and its apparent motivational value for encouraging teachers to make greater use of the audio-visual resources, justified the recommendation to the U. S. Office of Education that arrangements be made for commercial distribution of the Kit.

Procedures and materials were developed to invite bids from potential distributors, and criteria were established to guide objective selection of a single distributor by the consultants and co-directors. Twelve distributors of audio-visual materials received information on bidding. Though a number of companies expressed interest in the Kit, only one, the McGraw-Hill Book Company, submitted a formal statement of bid. The bid submitted was complete in detail and met well the criteria for distributor selection. It was the unanimous recommendation of the consultants and the co-directors of the project that the U. S. Office of Education should arrange with the McGraw-Hill Book Company to distribute the Educational Media Kit as soon as possible.

I. BACKGROUND

Prior to 1962, Dr. Richard B. Lewis and Dr. Jerrold E. Kemp (both of San Jose State College), on the basis of growing interest in audio-visual communications media (on the part of educators and the public), made many well-received presentations to demonstrate the variety of audio-visual media and their applications to implement changes and improvements in public education. These presentations were made to educational groups and public audiences. The presentations generated extensive interest, and Drs. Lewis and Kemp were unable to meet many requests for presentations in different parts of the country. Furthermore, the need to involve other people in developing effective presentations and the need for a kit of appropriate demonstration materials became apparent.

NATIONAL WORKSHOP PROJECT

In 1962, a workshop was conducted at San Jose State College (under the direction of Lewis and Kemp) to train teams of presenters for media demonstrations. It was known as the National Workshop on Educational Media Demonstrations and was funded under N. D. E. A. Title VII-B (Contract No. SAE-9519). Eight teams of two members each from different parts of the country met with four consultants for three and one-half days to plan a presentation format and to develop contents for a demonstration kit. Since the completion of the workshop project in October, 1962, the eight teams have made over 100 presentations to a total of more than 60,000 people.

The need for such presentations seemed apparent for a number of reasons; some of these are:

1. The need to acquaint teachers, as well as other educators, with the instructional potentials of various media available to them.

2. The increased amount of funds available to schools from Federal and State sources to purchase new equipment and materials, with a corollary need for orientation of educators about media so that informed decisions can be made.

3. The need for greater understanding by the public, as well as by educators, of innovative practices in schools that often include one or more of the educational media.

Although the workshop-produced teams made many presentations, they generated further requests in local areas for more demonstra-

tions, many of which could not be accommodated. In addition, numerous requests were received from educators throughout the country for copies of the materials in the demonstration kit to be used locally for in-service teacher training and in college teacher education courses, or to inform school patrons, legislators, architects, community groups, and others about new media in education.

PLAN FOR THE NEW PROJECT

These requests stimulated the preparation of a proposal to plan and produce a Kit for Presentations on Educational Media that would be made widely available around the country. San Jose State College presented the proposal and the project was acceptable to the U.S. Office of Education. The project (hereafter known as "The Educational Media Kit"), as proposed, was planned for four phases:

Phase I	To plan the content for the Kit
Phase II	To produce the Kit
Phase III	To test the effectiveness of the Kit
Phase IV	To revise the Kit as necessary and provide for duplication and distribution of the resulting Kit

PHASE I

Phase I of this project (to plan the content for an Educational Media Kit) was executed in 1964-65 under N. D. E. A. Title VII-B.

During Phase I the co-directors (Lewis and Kemp) and the three consultants accomplished the following:

1. Established specific objectives that a kit about media should be designed to serve.

2. Identified probable audiences, and the specific needs of each for information about educational media.

3. Identified specific educational media to meet the objectives.

4. Developed a treatment and/or storyboard to describe how the content of each section of the Kit would be presented through specific audio and visual materials such as slides, transparencies, recordings, and film footage.

5. Obtained reactions to: (a) the inclusiveness of the content, (b) the appropriateness of the contents, and (c) the potential effectiveness of the proposed kit materials as described in the treatments and storyboards. Reactions were obtained by distributing the plans for the Kit with questionnaires to former workshop teams, and to selected school administrators and classroom teachers. A total of 25 people served as evaluators.

6. Revised the treatment and storyboard as indicated by the results of the questionnaires.

As developed during Phase I, the format for the Educational Media Kit included three sections:

First, a generalized Overview film to serve as an introduction or orientation to the range of, and roles of, a variety of media applicable to the teaching-learning process, as well as to point out implications of media uses for improvements in education.

The second section treated various media in some detail; it is called Media in Depth. Here the characteristics of individual media, such as slides, transparencies, recordings, and television, are demonstrated and typical utilization practices illustrated.

The third section consisted of a series of case examples, each of which was to illustrate the applications of a variety of materials as they contribute to the teaching and learning of a concept or a subject topic. This third section was called Media Applications, since uses for instructional materials in actual teaching situations were to be illustrated.

See Appendix A (page 37) for a list of the final contents for each of the three sections. In actual use, it was anticipated that a presentation to an audience might include the Overview film, one or two units from the Media in Depth section, and possibly a case example from the Media Applications section. With the variety of resources in the Kit, materials selected could be varied according to the audience and purposes of individual presentations.

The emphasis of the message implied by the materials in the Kit is:

> Here are audio-visual and other media resources already proven to be effective in teaching and learning situations, along with some of their typical applications. Many of these

resources have been around for a long time, while others are relatively new, but most can be used effectively by teachers, and most are within the financial capacity of school systems.

Twenty-five selected educators (9 former National Workshop participants, 8 school administrators, and 8 teachers) evaluated the content outline and storyboard descriptions, and the total plan for the Kit. The comments and recommendations were tabulated for reference during Phase II, the preparation of the materials.(Contract No. OE-4-16-025). Three consultants were appointed to the project by the co-directors:

Dr. Wesley C. Meierhenry, Assistant Dean
University of Nebraska
Teachers College
Lincoln, Nebraska 68508

Dr. Robert E. Stepp, Director
Midwest Regional Media Center for the Deaf
University of Nebraska
Lincoln, Nebraska 68508

Dr. Raymond Wyman, Director
Audio-Visual Center
University of Massachusetts
Amherst, Massachusetts 01002

One consultant (Wyman) was a consultant on the former National Workshop Project, and the other two composed a National Workshop team. Their experience was useful in evaluating the comments and recommendations received from selected educators who evaluated the content outline-storyboard descriptions for the plan of the Kit during Phase I. Their services were used again during the evaluation of the Kit in Phase III.

PHASE II

On the basis of the outlines, descriptions, and storyboards prepared and evaluated during Phase I of this project, Phase II was established to produce the materials for the three sections of the Kit. The production was accomplished between May, 1965, and October, 1966.

An inventory of all materials produced for the Kit is listed as Appendix B (pages 38-39). Along with the preparation of the actual

materials, a 94-page manual was written to accompany the Kit as an aid to its users. The manual details the contents of the Educational Media Kit, describing each segment, offering suggestions for utilization, and acknowledging assistance received in planning and in supplying materials.

A report on the contents of the Kit was made by the co-directors at the U. S. Office of Education, in Washington, D. C., on October 21, 1966, after which the Project Monitor at the U. S. Office of Education indicated acceptance of the trial copy of the Kit and authorized the preparation of 25 sets of all items comprising the Kit to be used for testing in Phase III.

In addition to making the materials for the 25 test Kits, reference materials and packaging procedures were developed; these included:

1. Development of a Code System for identifying all materials
2. Labeling and numbering of all items
3. Preparation of photo reference sheets for easy identification of the 270 slides in the Kit
4. Preparation of a comprehensive manual and guide for using the materials
5. Packaging of all materials in easy-to-use-and-transport containers.

During Phase II, in preparation for Phase III, the co-directors also undertook the following:

1. Two questionnaires were developed and reviewed by the three project consultants, a testing expert, and other experienced educators. One questionnaire was designed for individuals who would use the Kit to make presentations; and the other questionnaire was for members of audiences before whom parts of the Kit would be presented. The U. S. Office of Education obtained approval of the two questionnaires by the U. S. Bureau of the Budget. Copies of the questionnaires are in Appendix C (pages 40-41).
2. As a basis for making a selection of institutions or organizations to assist in evaluation of the Kit, the project directors corresponded with the following:

a. The 20 Regional Educational Laboratories and 10 Research and Development Centers, sponsored by the U. S. Office of Education.

b. Media representatives in several State Departments of Education.

c. Directors of Educational Media Institutes funded by the N. D. E. A., Title XI.

Expression of willingness to cooperate in the evaluation of the Kit was received from many representatives in each of these categories.

II. METHODS FOR EVALUATION (PHASE III)

OBJECTIVES OF EVALUATION

The evaluation phase of the Educational Media Kit project was to determine answers to the following questions:

1. Does the Kit do the primary job for which it is intended; namely, does it inform teachers about various instructional media; and does it motivate them to want to make greater use of these resources in their teaching?

2. Are any sections of the Kit of such limited value that they should be revised or eliminated?

3. Are any materials incorrect in terms of concepts or content?

4. Is the Kit so organized and packaged that it is easy to use?

5. Are the accompanying guides adequate to help a presenter develop his demonstration?

DISTRIBUTION OF THE KITS

The 25 copies of the Kit, prepared at the end of Phase II, were distributed as follows:

10. to Regional Educational Laboratories
9 to Educational Media and School Librarian Institutes
4 to State Departments of Education
1 to the Demonstration Center, U. S. Office of Education
1 held at San Jose State College for local group evaluation

The distribution of the Kits to Laboratories, Institutes, and State Departments insured wide coverage over the United States. See Appendix D (pages 42-47) for the distribution list.

UTILIZATION OF THE TRIAL KITS

The 25 Kits for evaluation were distributed in mid-April, 1967, and evaluations took place between May and September, 1967.

Qualified presenters in the Laboratories, Institutes, and State Departments receiving the Kits were instructed by the project co-

directors in uses to be made of the Kit. Each user was asked to make a sufficient number of presentations before teacher groups or teacher education classes so that each unit in the Kit would be used at least twice. Other potential users in the service areas of the 25 recipients of the Kits were encouraged to borrow the Kit and to make additional uses of units in it.

Copies of the two questionnaires---one for presenters and the other for members of audiences---were distributed with the Kit, with instructions included for using the questionnaires at the conclusion of presentations. The questionnaires were to be administered at each Kit station for a minimum of two uses of each Kit unit as specified above. Completion of questionnaires for presentations above the minimum were encouraged, but not required. The completed questionnaires were returned to the co-directors at San Jose State College for tabulation.

REVIEW OF THE EVALUATIONS

The data from the completed questionnaires were tabulated in late September, 1967. On October 2-3, 1967, the co-directors met with the three project consultants, who had assisted with evaluation of the Plan for the Kit in Phase I, to review the evaluations of the Kit and to make recommendations for disposition of the Kit.

OTHER INDICATORS OF KIT VALUES

In addition to the questionnaires, numerous letters and telephone calls were received relative to the Kit. Thirty-one letters were received from those who used or saw the Kit in use. These letters were unsolicited, complimentary reactions to parts or all of the Kit. A number of writers wanted to borrow specific sections of the Kit for their own immediate, local use; these reactions seem to represent acceptance of the Kit by educators who recognize its value and potential to serve the purposes for which it was intended.

Many of those writing letters inquired directly about the availability of the Kit for purchase---immediately or in the very near future. Twenty-two letters included specific requests for information about availability of the Kit for purchase. Some writers were very insistent on having the Kit available as soon as possible, as it was urgently needed on the local level and was timely. One purchase order was received with the price left blank!

The evidences from these letters are additional positive findings for the value of the Kit.

FINDINGS AND RESULTS OF EVALUATIONS

The Educational Media Kit was evaluated at 25 locations during the summer of 1967. Evaluations were in the form of completed questionnaires---one form for those making presentations (the presenter), and a second form for members of the audience. Copies of the two questionnaires are in Appendix C (pages 40-41).

FINDINGS FROM PRESENTER QUESTIONNAIRES

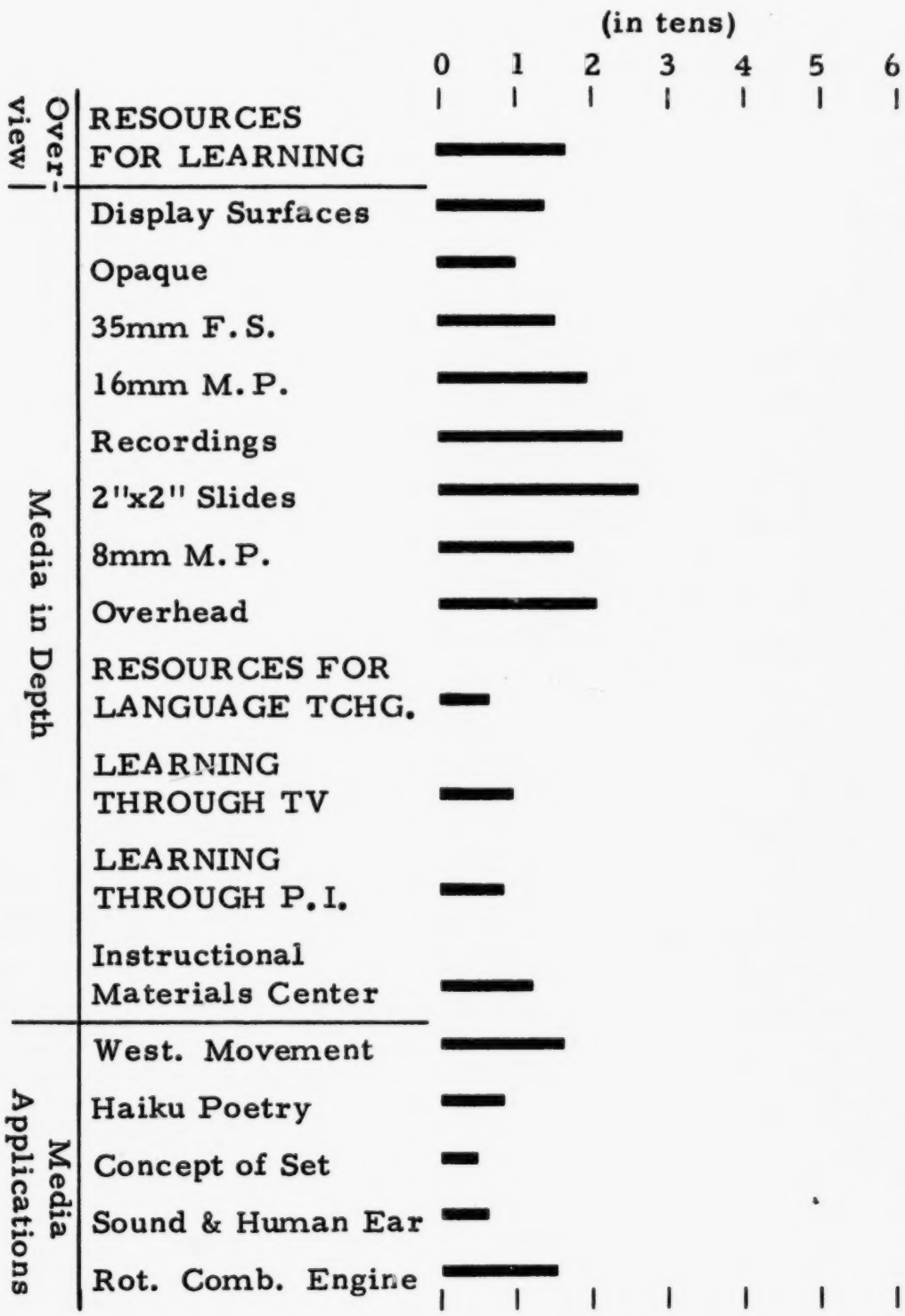
To September 20, 1967, a total of 48 presentations were reported and substantiated by returned questionnaires by those who received the 25 test Kits for evaluation. Seven additional completed questionnaires were received after the above number were tabulated. The latter ones were not included in the reported findings, but a study of them indicated data that are in keeping with that reported below. Many more uses for the Kit were indicated through correspondence but questionnaires were not forwarded.

Question No. 1: Information about the Presenter

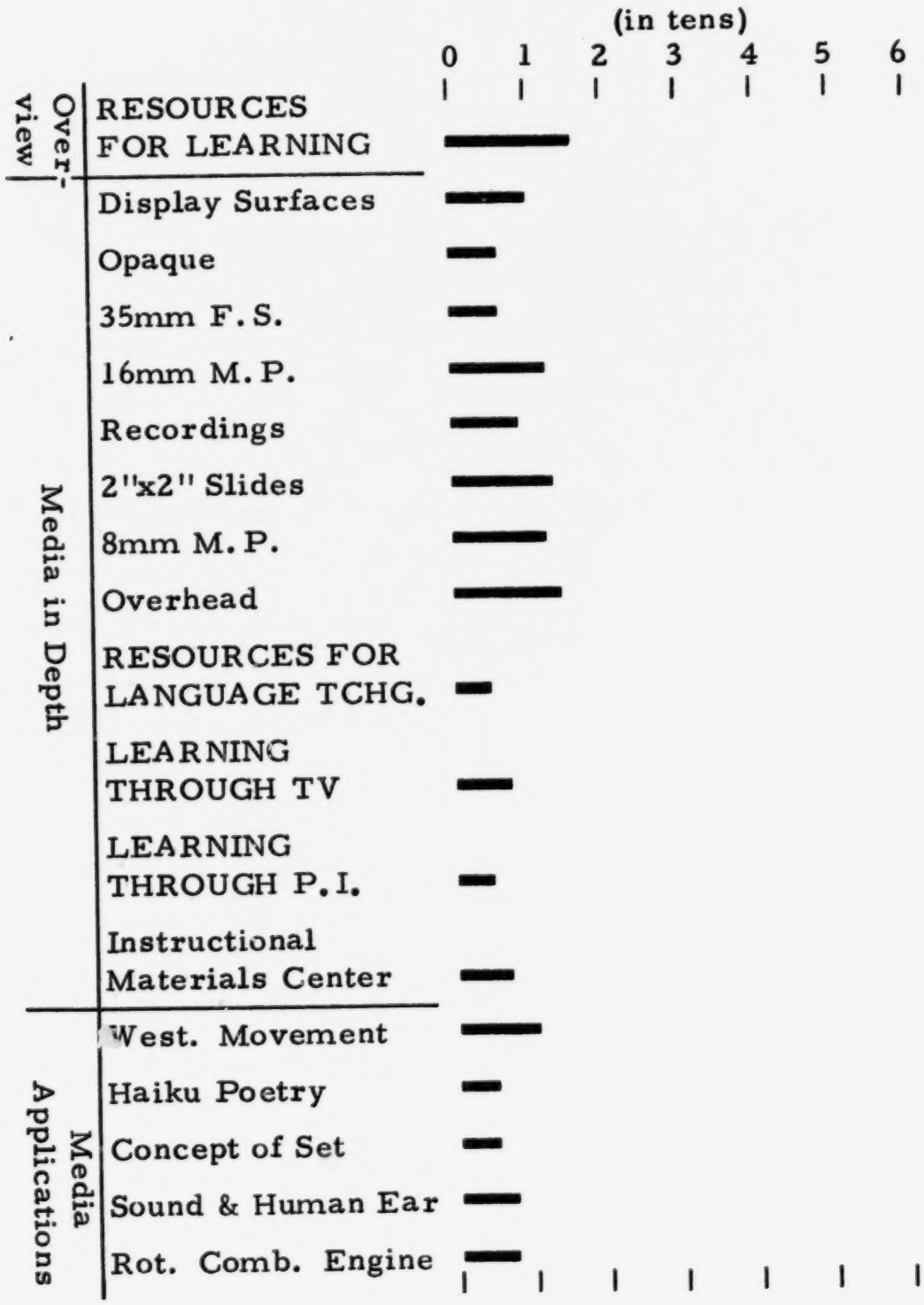
The 48 presenters reporting on uses of the Kit were in the following categories:

Media, A/V, or Library personnel	33
College Professors	14
College Students	1

Question No. 2: Sections of the Kit used in presentations

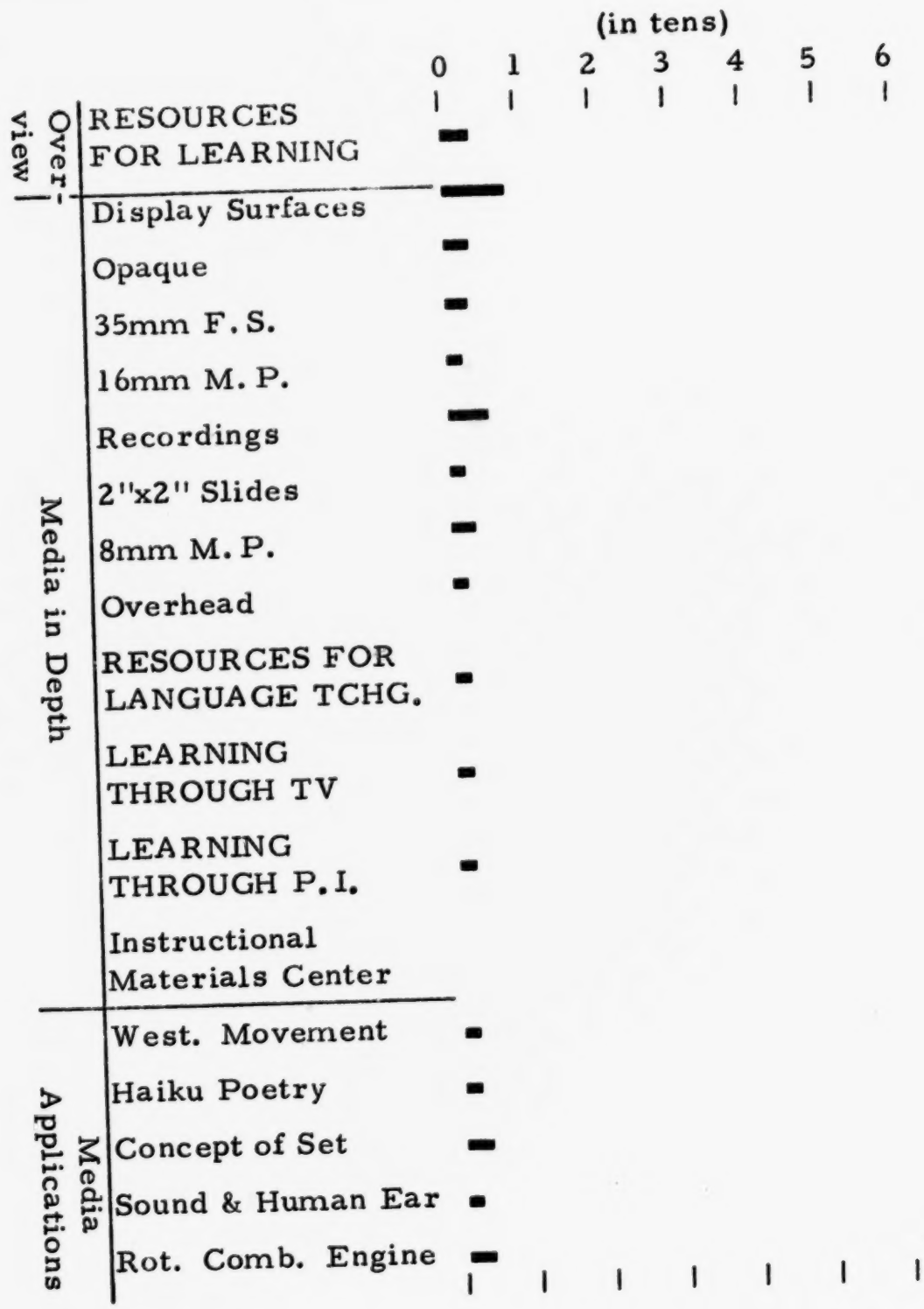


Question No. 3: Sections of the Kit that seemed of most value to the audience



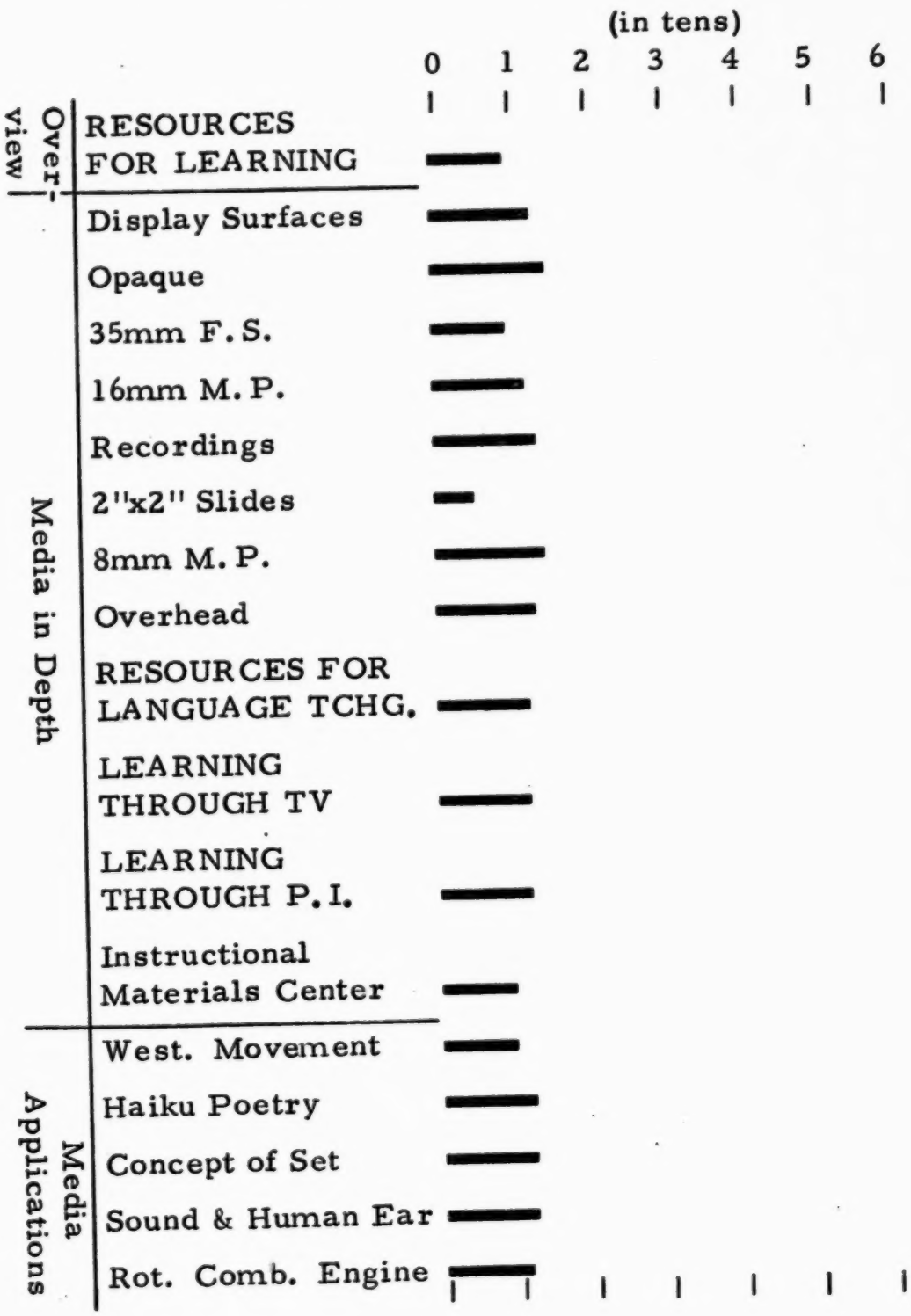
Question No. 4: Sections of the Kit that seemed of least value to the audience

Only a limited number of replies were received to this question. This is in contrast to the numerous replies to No. 3, the sections that seemed of most value. Neither RESOURCES FOR LEARNING (Overview film) or Instructional Materials Center (Media in Depth Section) received a single indication as being of little value.



Question No. 5: Other sections of the Kit, not used, that the presenter would have liked to have used

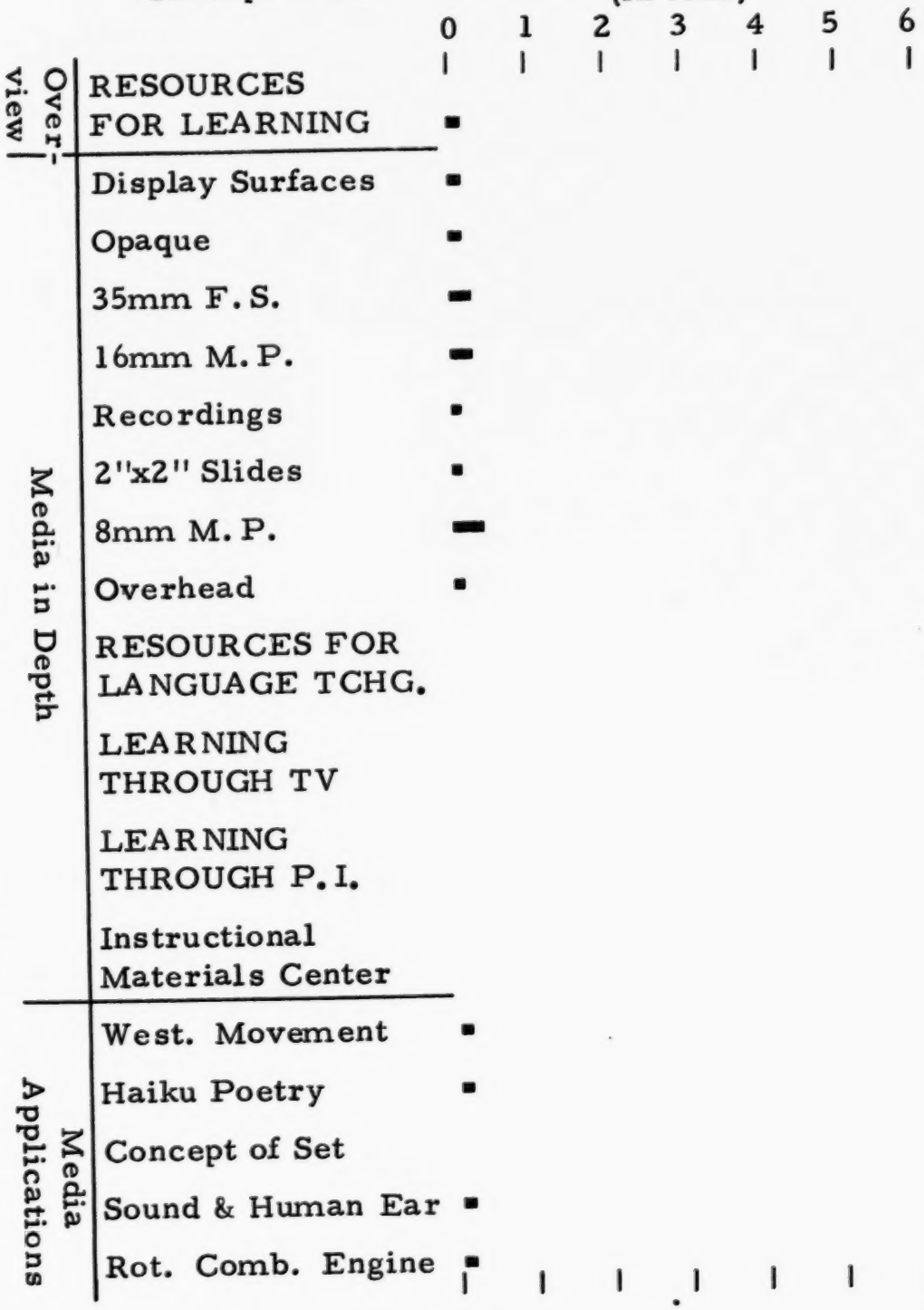
Because only a few parts of the Kit could be used in a single presentation of reasonable length, it seemed worthwhile to know what choices the presenter might want to make of other sections, not used. The findings indicate a fairly consistent selection of all sections, with the exception of the 2"x2" Slide section (Media in Depth) which was listed fewer times. Since this section was the one selected for use most often in presentations (See Question No. 2), it is understandable that it would be indicated less frequently for additional use.



Question No. 6: Sections of the Kit to be used with audience at future time

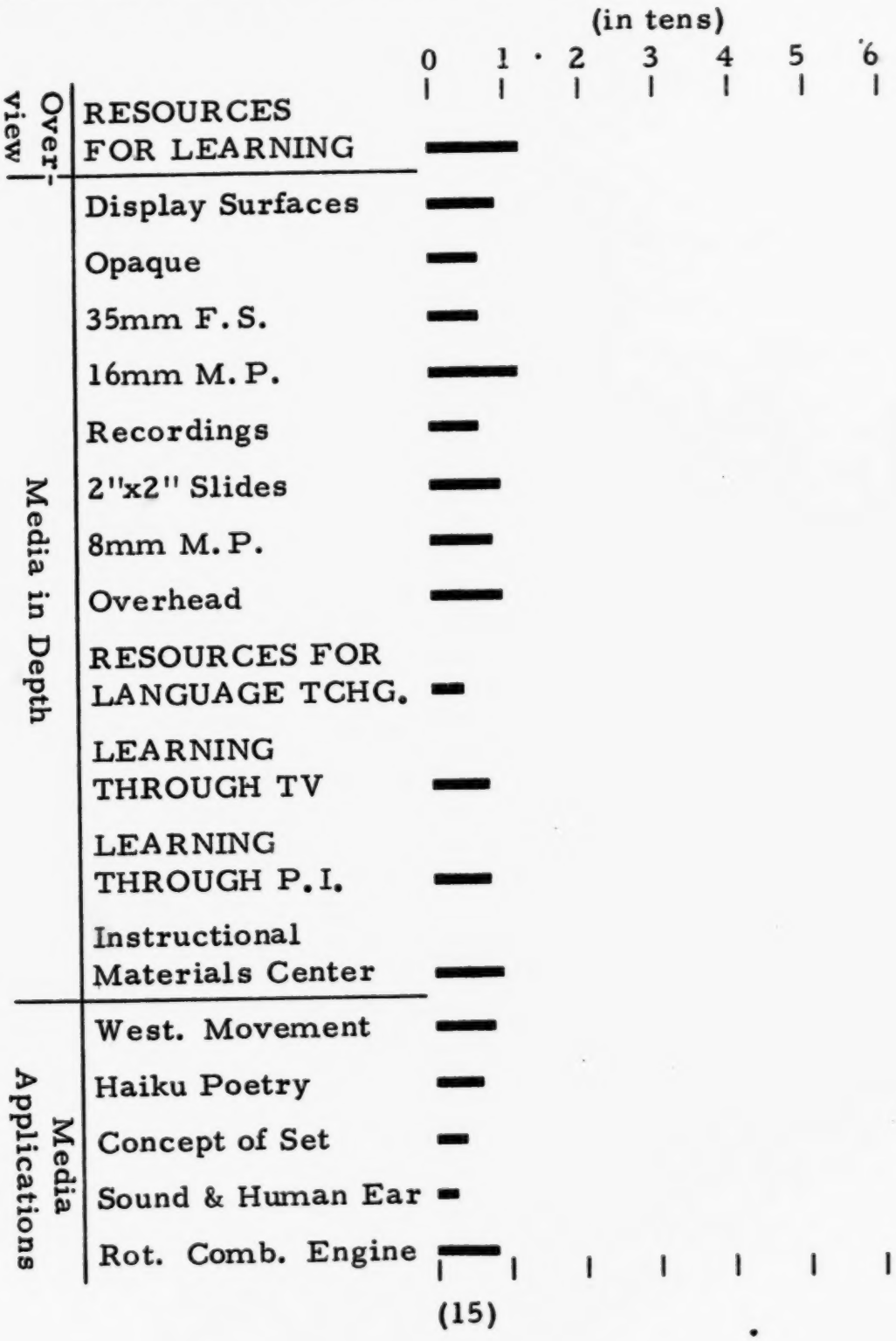
It was anticipated that, for some groups, a series of presentations might be planned. This could be for an on-going in-service training program or a college course. The evidence indicated only a very few planned uses of additional sections with the same audience at a future time. Some indication of the value of specific sections may be evident as none of the following sections was selected for future use with the same audience:

RESOURCES FOR LANGUAGE TEACHING
LEARNING THROUGH TELEVISION
LEARNING THROUGH PROGRAMMED INSTRUCTION
Instructional Materials Center
Concept of Set



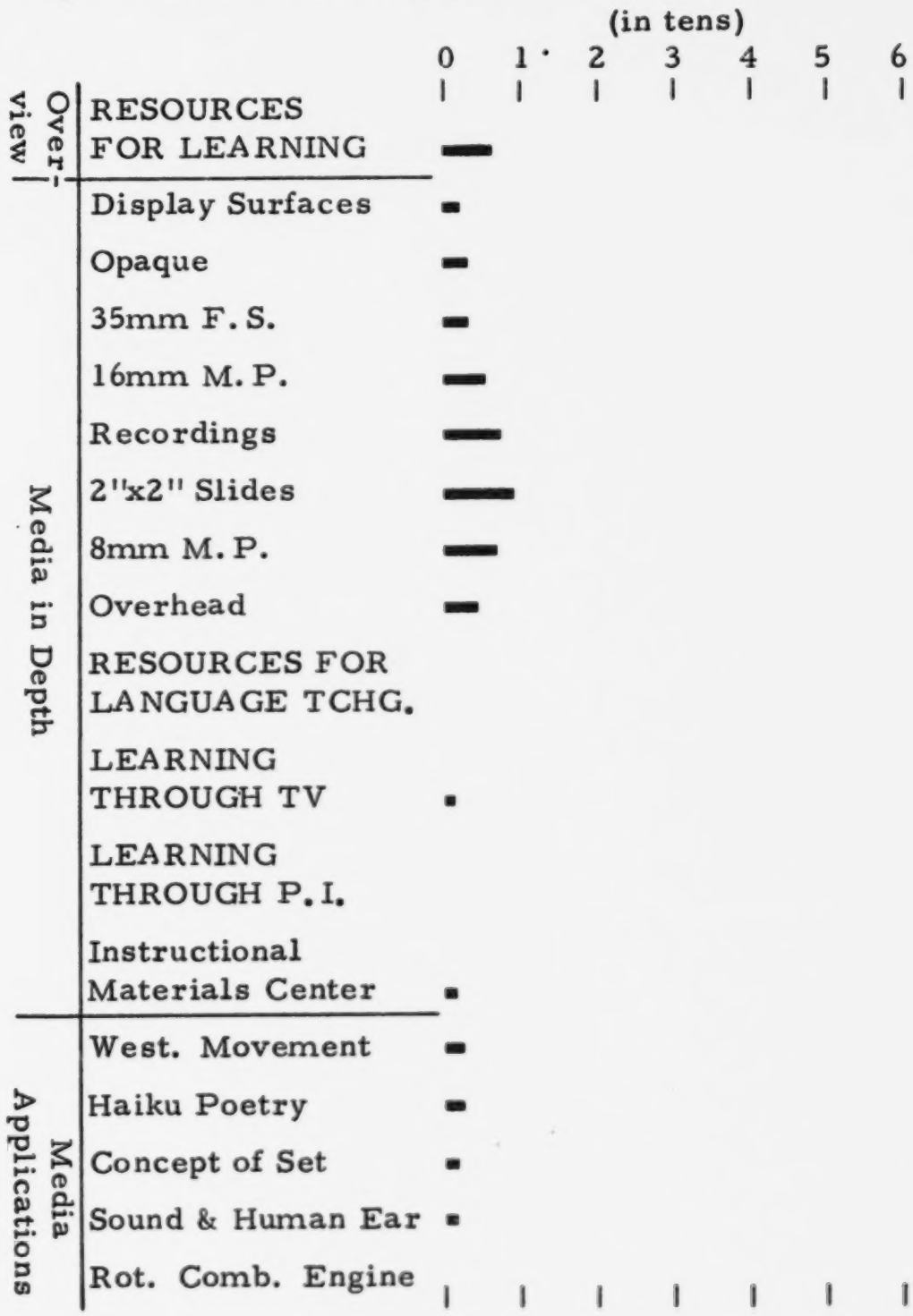
Question No. 7: Sections of the Kit used for the first time

It seemed of value to know when a presenter used a section of the Kit for the first time because an initial presentation of a section might not be as smooth and complete as repetititions of the same section. A first-time performance might be reflected in the reactions of an audience. After inspecting the results of audience questionnaires, it was evident that in a few instances first-time presentations were poorly done, whereas the same presenter using the same materials again apparently improved his performance. The evidence to support this statement was found in comments like "slides upside down," "tape narration and slides or filmstrips not synchronized," or "explanation not relating to the slide."



Question No. 8: Sections of the Kit used two or more times

It was anticipated that a presenter would select certain sections of the Kit for repeated uses---either because he considered them of particular value or because he was familiar with the topics and, therefore, more comfortable using them. Therefore, this question attempted to determine if a pattern might develop that would indicate, indirectly, especially valuable sections (in comparison to the replies to Question No. 3) or those sections easier to use. Unfortunately the 48 presentations reported represented an average of approximately two per presenter (some presenters reported using the Kit more than twice, and others only once). Therefore, the findings of this question had little significance in this evaluation.



Question No. 9: Incorrect ideas, wrong content, or omissions found in Kit materials

Eight comments replying to this question were received. Four comments questioned the accuracy of content in two commercially-prepared materials that were included in one of the Media Applications case examples. One comment related to film content in a Media in Depth unit. While the film content has been confirmed as correct by experts, there is the possibility of an incorrect interpretation of a procedure; the film will be modified. Two of the comments related to examples the presenter would like to have seen included in the tape recording section of Media in Depth. The final comment was a suggestion for a change in the manual of instructions for using one of the transparencies.

Question No. 10: Plans for follow-up activities with the audience

In four instances follow-up workshops were indicated. In addition, these comments were made:

"District-wide workshop in the Fall."

"See enclosed sheet showing schedule diagram for follow-up activities."

"Possibly some school workshops later."

"Three superintendents asked for pre-school demonstrations in their schools in August."

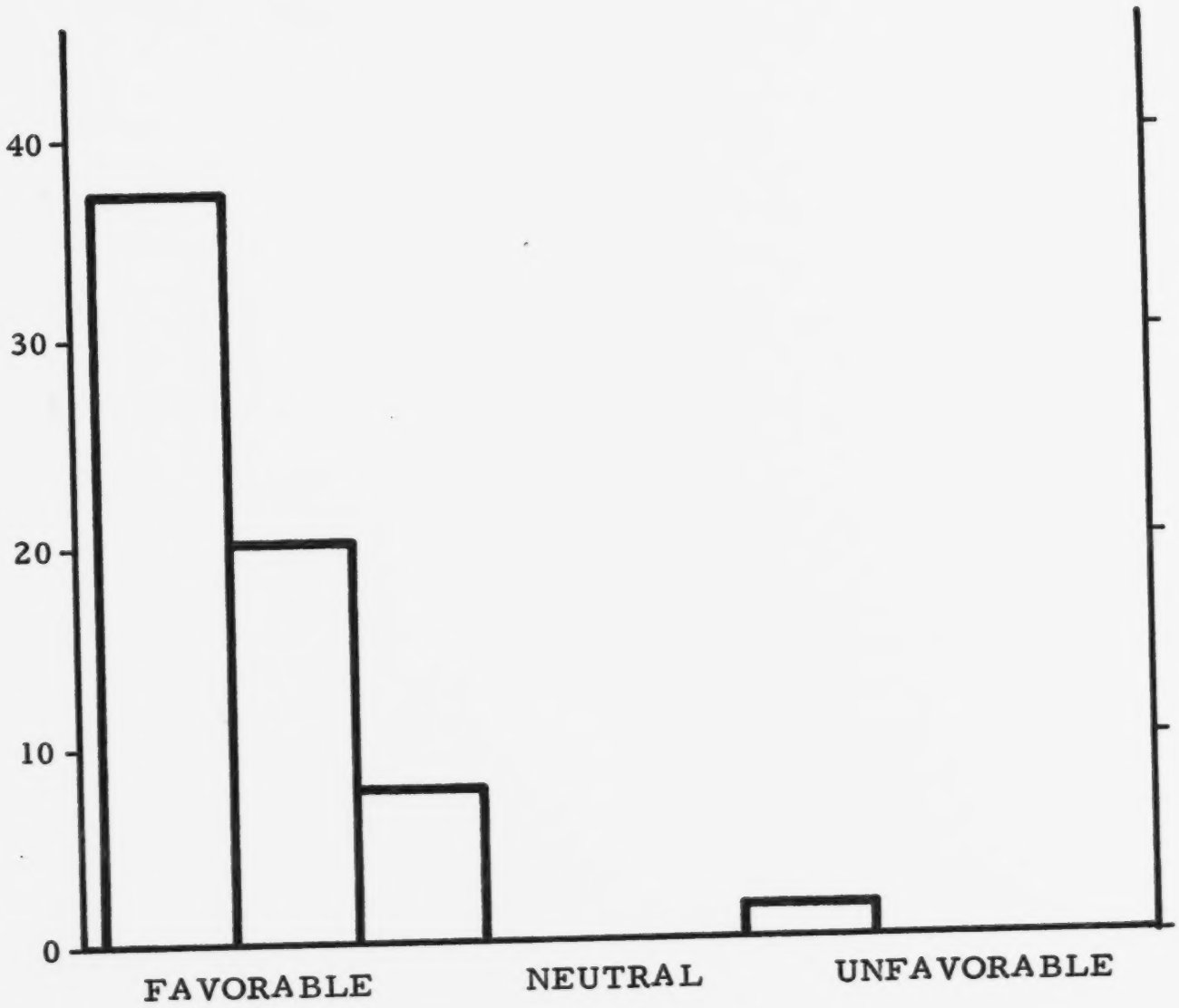
"Follow-up activities to be carried out during the Institute."

"Two tentatively scheduled meetings with Boards of Education resulted."

"Almost every member of the audience will plan and develop workshops in their schools as a direct result of seeing the Kit at the Media Institute."

Question No. 11: General Reaction of the presenter to value of Kit

This is a key question in determining the value of the Kit. The distribution of replies indicates an overwhelming positive reaction.



Question No. 12: Packaging of the unit

25 presenters indicated the packaging of the Kit is suitable. No one stated it was not. Following are typical comments:

"Convenient, accessible, correlated."

"Well marked, well organized, well packaged."

"The coding and accompanying manuals greatly facilitate use of the Kit."

"I break the Kit down and place slides into Carousel trays. I have all parts of each section in a small 'transparency case.' The materials work very well in almost any situation or in almost any manner one chooses to use it."

"As I share the Kit, I broke it down into seven small cases so we can identify each part---carry only one part, and check it before we leave the demonstration area."

Question No. 13: Suitability of code system and picture reference sheets

28 presenters indicated the code system and picture reference sheets were suitable. No negative reply was received. The accompanying comments were complimentary and minor.

Question No. 14: Reactions to the printed guide

28 presenters indicated the printed guide or manual was suitable. One negative reply was received with the comment that the presenter "had to re-write, re-phrase, and ad-lib many sections to make them clear and meaningful." No other similar comment was made. The major constructive comment was that step-by-step outlines be provided rather than descriptive paragraphs as in the trial manual, and that a script format be considered with the visual (slide, film, recording, or whatever) identified in the left column with suggested narration on the right. One person suggested that the manual be produced in loose-leaf form so that notes or new material can be added easily by those using the Kit.

Question No. 15: Suggestions for improving the Kit

A variety of comments was made as suggestions for improving parts of the Kit. The most repeated comments, and seemingly most useful, were:

"Include information about techniques used to prepare items in the Kit, such as the materials in the Haiku Poetry unit."

"Examples with a wider range of age groups should be included. Higher education especially needs representation."

"Include more reference items in the guide. Show slides of catalogs and sources of materials and special equipment."

"Expand the programmed learning section with prepared duplicating masters for local reproduction of short programs so the audience can have direct experience in applying the information presented."

"Leave openings in sections of the Kit and suggest the local user include his own slides or other appropriate materials to illustrate local uses of methods and materials."

"Expand the Media Applications case examples to include illustrations in other subject areas and grade levels, especially in junior college subjects."

Question No. 16: Interest in using the Kit in the future

32 positive replies to this question were received, and one negative reply. Many comments were added that strongly endorsed the Kit and urged that it be made available as soon as possible. The one negative response included this comment: "The Kit tends toward a type of informational approach not consistent with my own."

FINDINGS FROM AUDIENCE QUESTIONNAIRES

To September 20, 1967, a total of 1366 completed questionnaires were received from individuals evaluating parts of the Kit as members of viewing audiences. 377 additional completed questionnaires were received too late for tabulation. The latter ones were not included in the reported findings, but a study of them indicated data that are in keeping with that reported below.

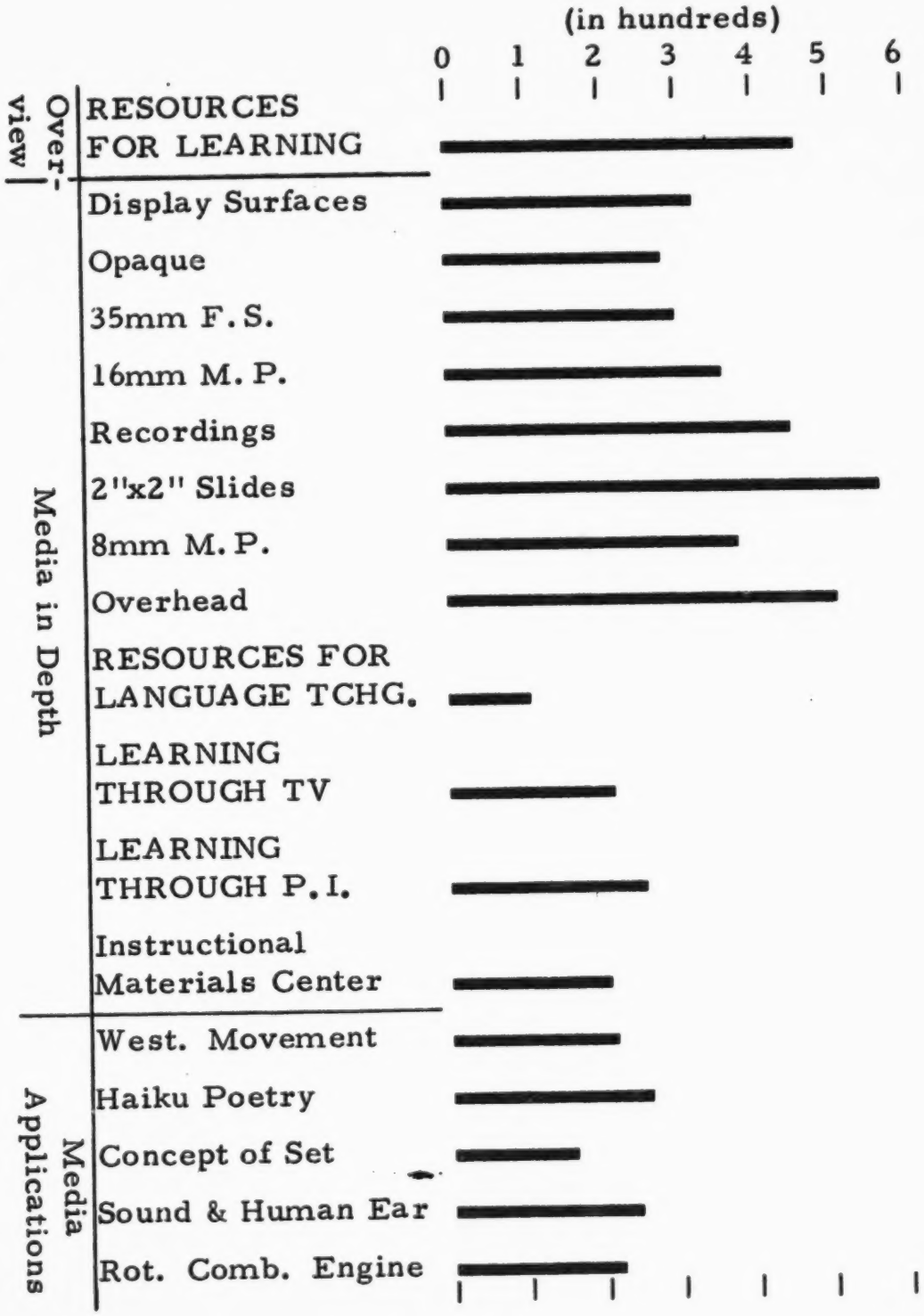
Question No. 1: Information about members of audiences

As background information, data about members of audiences was tabulated as follows:

Years of teaching experience	
1-3 years	152
4-6 years	148
7-10 years	174
11-15 years	182
16-24 years	147
25 years and over	59
Undergraduate students in	296
Levels or fields of teaching:	
Primary	75
Elementary	465
Language Arts	56
Social Studies	29
Science and Mathematics	48
Library and A/V	71
Vocational	42
Administration	41
Other	17

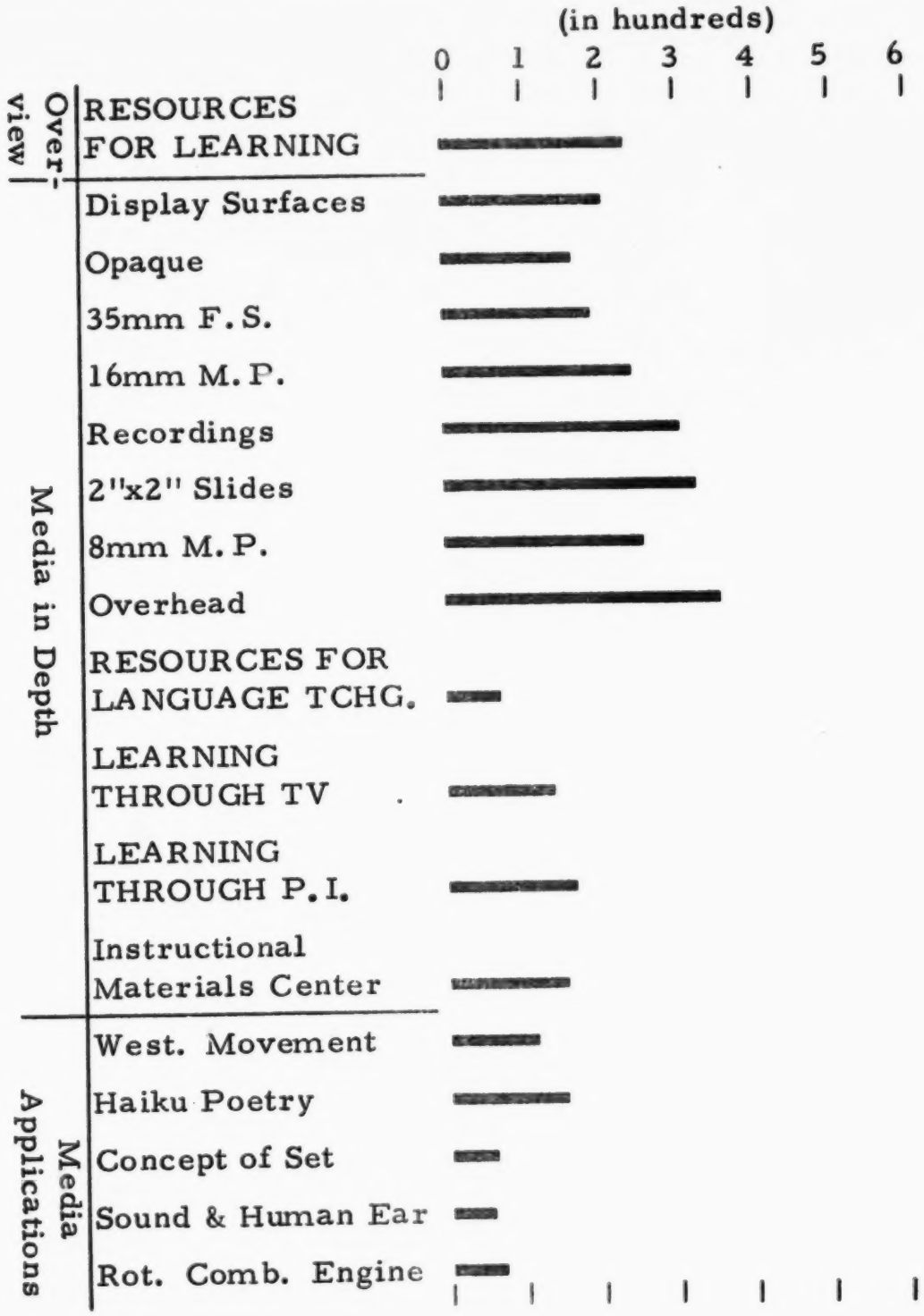
Question No. 2: Sections of the Kit used in presentation

These findings are essential the same as those for the comparable question asked of the presenters (reported on page 10).



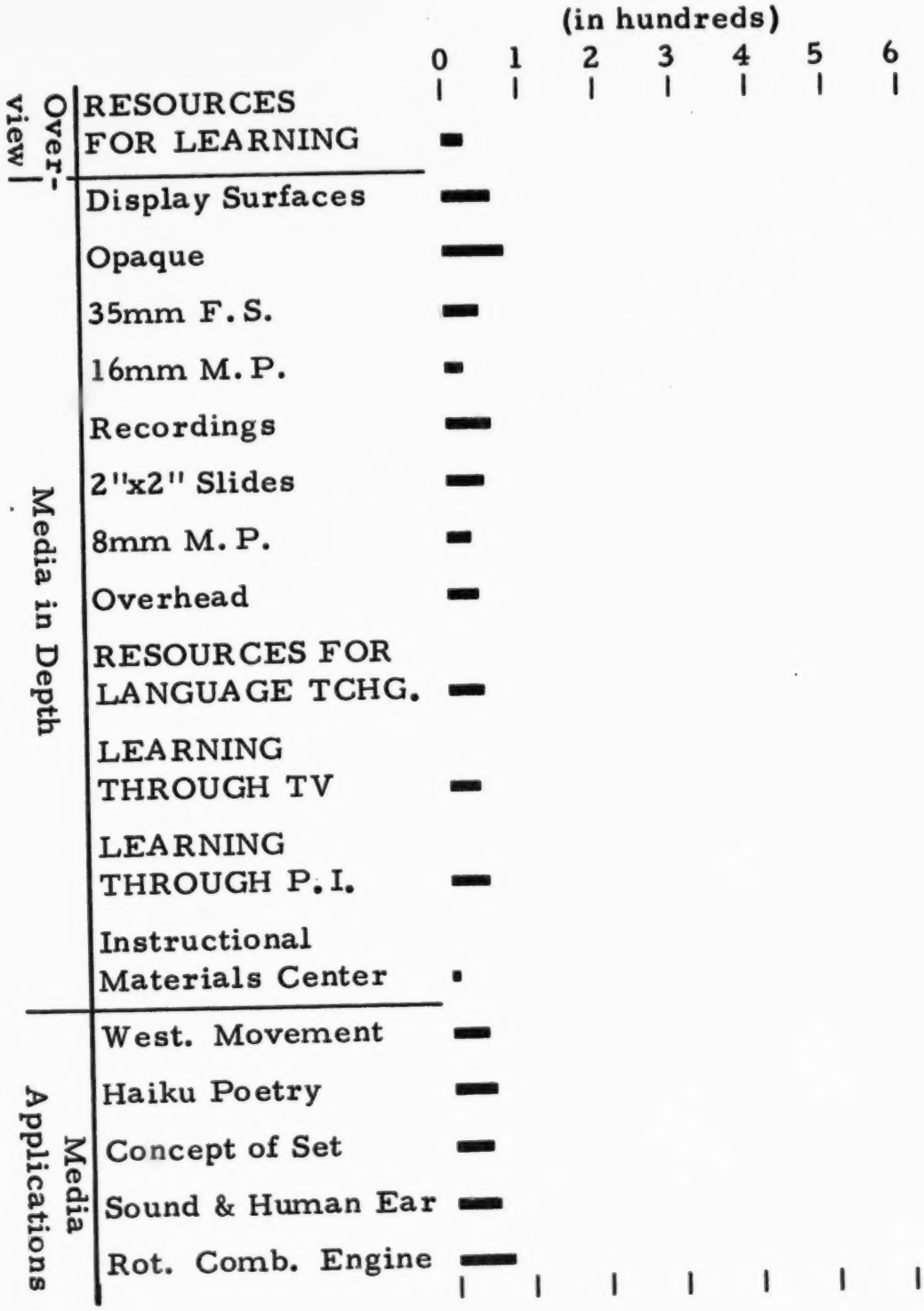
Question No. 3: Sections of the Kit of particular interest

By comparing these findings with those of No. 3 for the presenter, it is seen that many sections of the Kit were of equal order of importance as judged by both the presenter and the audience.



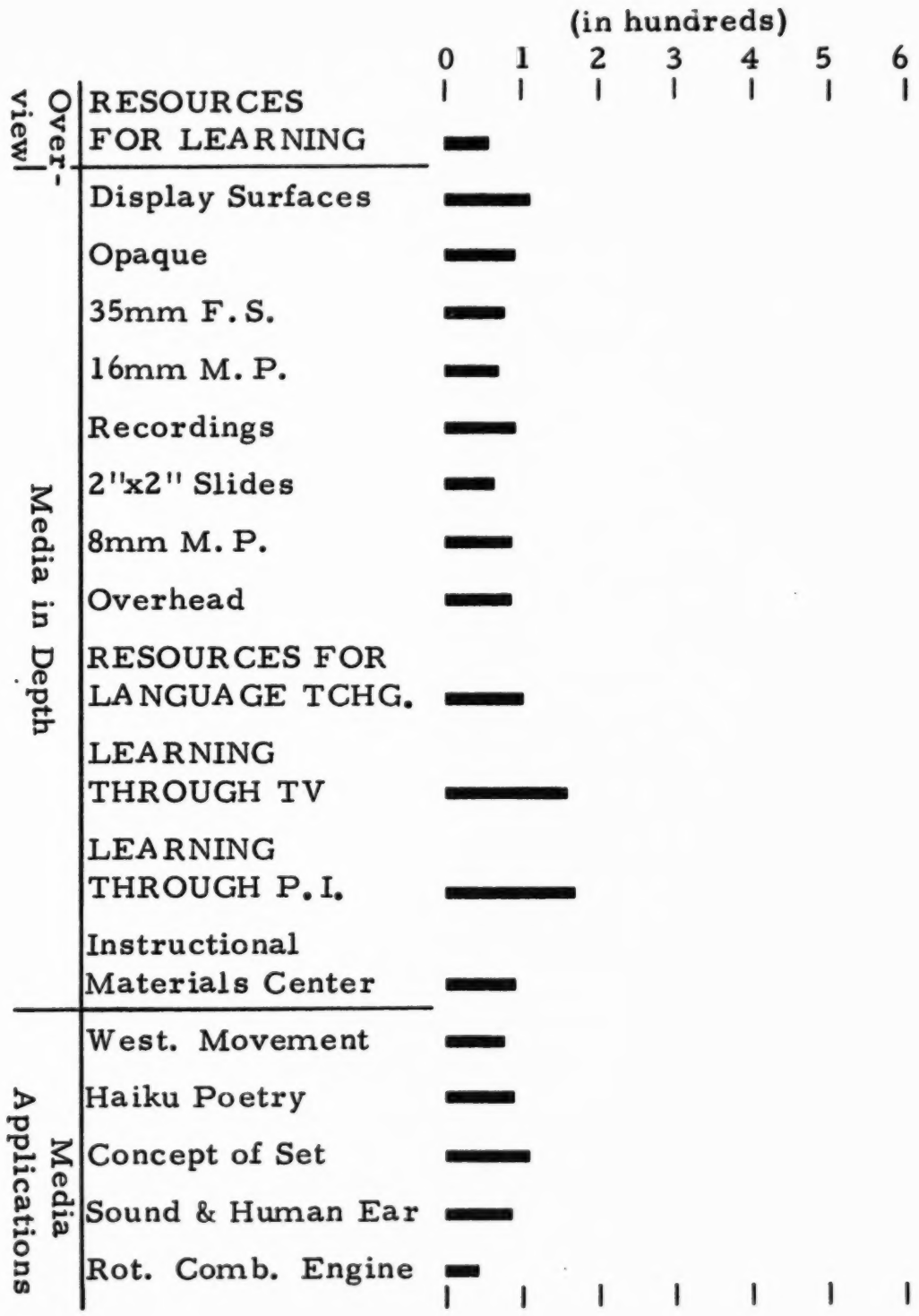
Question No. 4: Sections of the Kit of little interest

As with the evaluation of the presenters, only a limited number of replies were received to this question. Again, this is in contrast to the numerous replies made to No. 3, the sections that seemed of most interest.



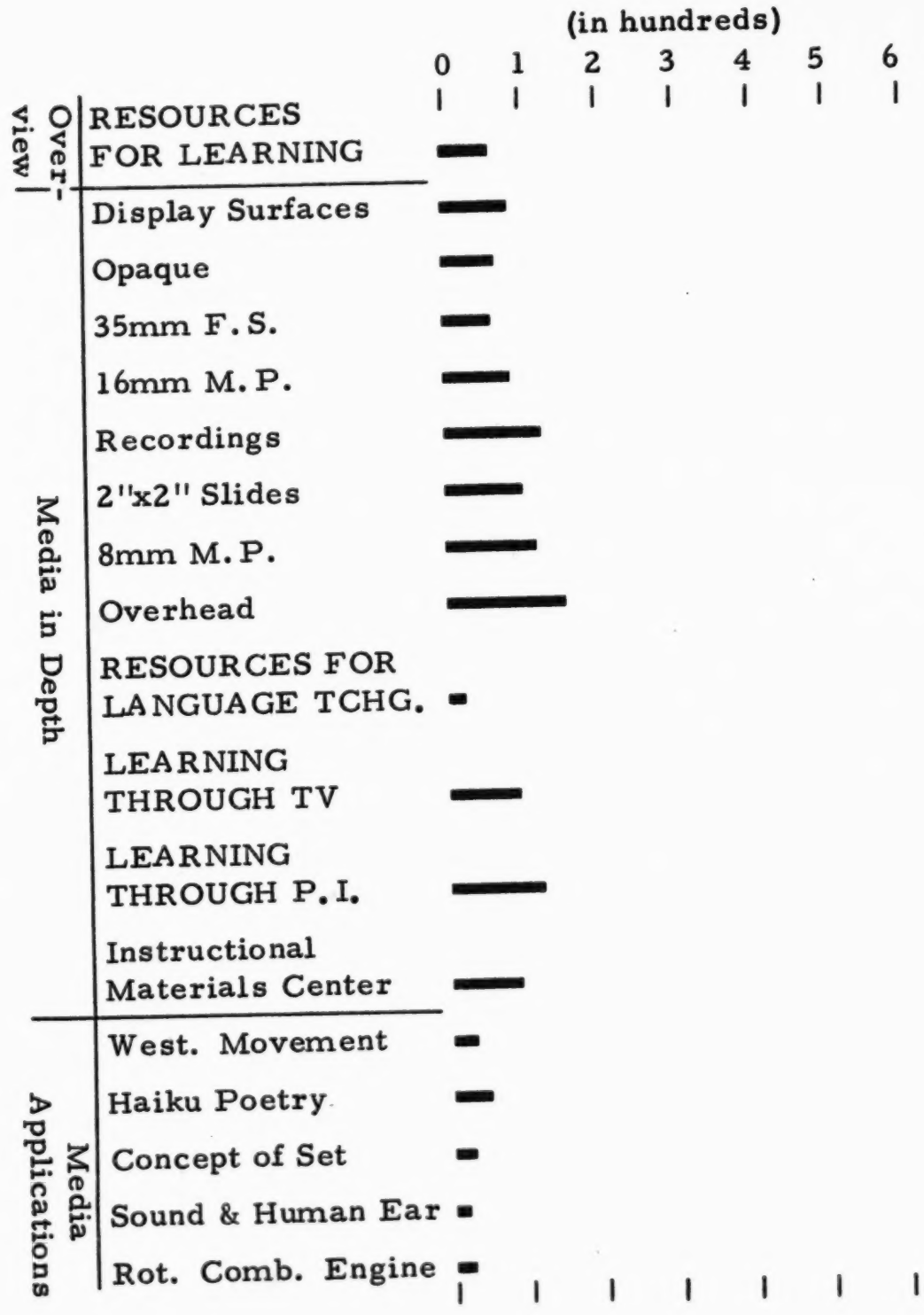
Question No. 5: Sections of the Kit would have liked to have seen, but were not used in presentations

Only a limited number of sections of the Kit could be used in any single presentation. An indication of interest in topics in the Kit not used may be obtained from the responses to this question. A moderate amount of interest is indicated for all sections. Thus, the choice of topics for the Kit seems justified.



Question No. 6: Sections of the Kit the audience would like to know more about

Most sections in the Kit were designed only as introductions to a topic. It was anticipated that a presentation might motivate interest in the topic, and that members of the audience would like to have further information on the subject or some practical experience with it. The results of this question give some indication in this direction.



Question No. 7: Incorrect ideas or wrong content presented in the Kit

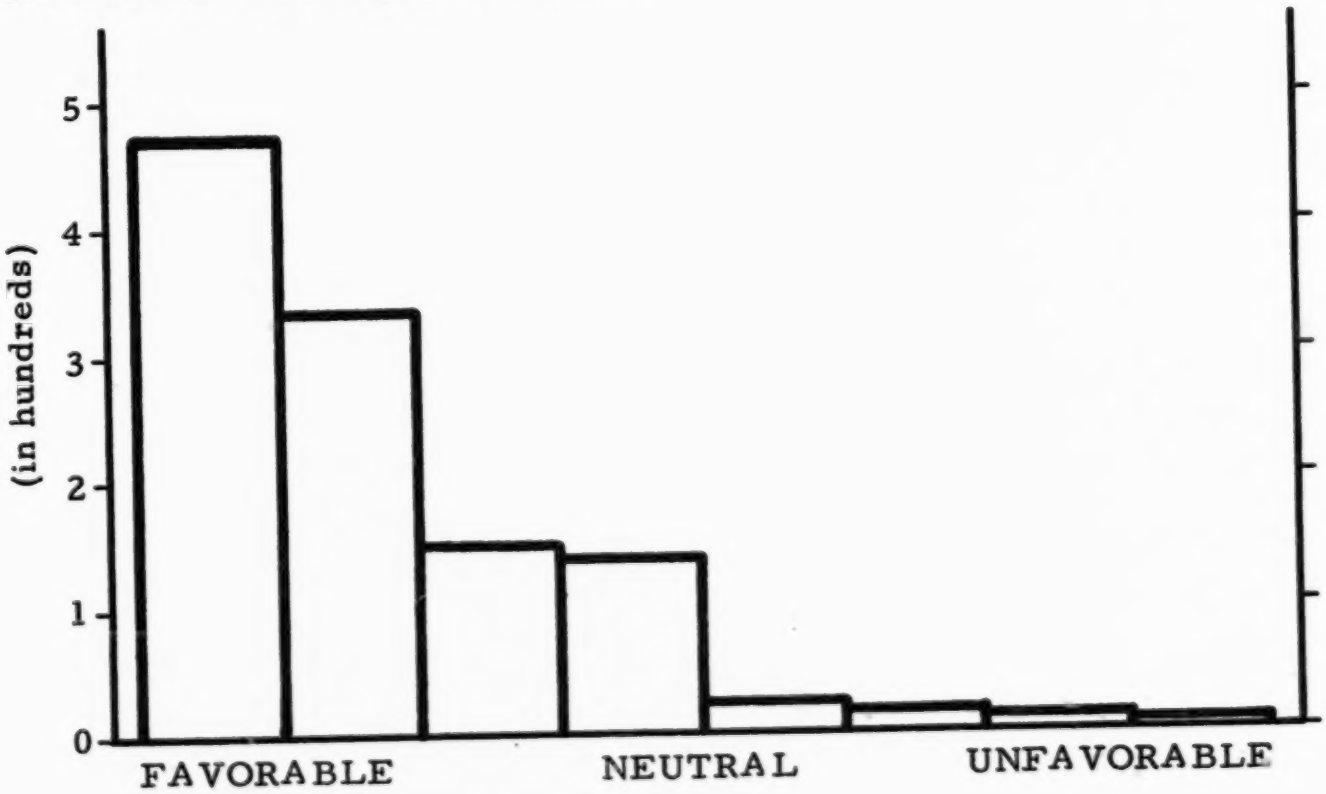
Over 200 comments were made concerning errors found in presentations. Many were repetitive, indicating that either all members of an audience discovered the error or they were cued to the error by the presenter. These errors require careful attention and possible substitution of materials as they relate primarily to content in commercial materials used in a Media Applications case example.

Many other comments relate to specific details of a presentation, like slides out of focus, overlays for transparencies used in incorrect order, lack of synchronization of tape and slides or filmstrip, or materials not part of the Kit and added locally were made. These comments reflect presentation techniques and not the quality of materials in the Kit.

Other comments relate to some materials prepared for the Kit and are very pertinent to guide the improvement of some of the transparencies, the pacing of signals on tape recordings, a technique shown in an 8mm film, and a few other items. Corrections in these materials are being made.

Question No. 8: Reaction to the presentation

As with the comparable question for the presenter, this one reveals general, overall reaction to the Kit by members of audiences. The reaction was highly favorable.



Question No. 9: Suggestions for improving presentations

This question attempts to elicit, from the audience standpoint, suggestions that would be useful for future presenters and valuable to pass on to them. Over 450 suggestions were made which may be indicative of the motivational value of the Kit.

It is difficult to classify these comments, as many of them related to reactions of persons to specific materials that impressed them in one way or another. Other responses reflect problems in a specific presentation situation, but cannot be generalized.

The 22-page summary list of the responses to this question will be kept on file at San Jose State College. Implications of these comments will be analyzed for use in any future revision of the manual and the Kit for distribution. Should a reader of this report wish to see the summary list, a copy will be available.

Question No. 10: Application of media audience members would like to make

This question attempted to determine the range of follow-up interests that presentations motivated. Over 700 replies were made to this question.

These replies indicated the following grouping and number of interest for each group:

Overhead projection and transparencies	140
Tape recorder and tape/disc recordings	89
2"x2" slides	65
8mm films	64
16mm films	44
Display surfaces	34
Slide/tape combination	33
Filmstrips	24
Programmed instruction	24
Television	23
Opaque projection	19
Instructional Materials Center	10
Mounting	10
Miscellaneous	121

IV. RESULTS OF THE EVALUATIONS

Following the period of evaluation, the project co-directors met with the three project consultants on October 2-3, 1967, to review the evaluations and to make recommendations relative to the Kit. During this meeting, the following actions were undertaken:

1. The findings tabulated from evaluation reports on the Kit were reviewed

2. Letters and other unsolicited reactions to the Kit were reviewed

3. Materials about which questions were raised in evaluation reports were examined and further evaluated

4. Needs for additions, deletions, and revisions of specific materials in the Kit were considered and noted

5. The suitability of the guides, coding, and organization of materials in the Kit was reviewed

6. Recommendations on disposition of the original Kit materials were made

7. Disposition of the 25 test Kits in the field was discussed

REACTIONS OF CONSULTANTS

On the basis of the findings from the questionnaires on pages 9-27, the project consultants concluded the following:

1. The materials in the Kit satisfactorily inform teachers and other groups about the instructional media included in the Kit, which, with minor changes, should be made conveniently and economically available.

2. There are strong indications that teachers, when seeing effective presentations in which materials from the Kit were used as designed, are motivated to make greater use of some of these resources in their own teaching.

3. There are no sections of the Kit that are of such limited value that they should be eliminated. The quality of one section in particular, the Media in Depth film (LEARNING THROUGH TELEVISION) was questioned; the co-directors

believed the film might advisedly be removed from the Kit since the film was composed of videotaped examples of television programs for instruction which suffered in technical quality by transfer to 16mm film. But, it was the recommendation of the consultants that the instructional value of the film, in spite of the technical quality, warranted its inclusion in the Kit.

4. If the Kit is to be distributed, the selected distributor should be advised of the questions raised about some of the commercially made materials in the Kit with the recommendation that they be replaced, if possible, with other comparable materials acceptable to the project co-directors.

5. A few slides in the trial Kits should be replaced because of quality or inconsistency of content with related materials. One of the tape recordings should be re-paced to provide longer pause periods for better comprehension. An 8mm film example should be replaced due to possible audience misinterpretation of a technique shown.

6. The Kit is presently organized so that it is easy for a presenter to locate specific materials. The Kit is satisfactorily packaged.

7. The accompanying manual, with minor changes as recommended, is a satisfactory help to a presenter when selecting materials, and preparing and making a presentation.

The above reactions by the three consultants to the evaluation reports on the Kit are considered positive and satisfactory answers to the questions posed on page 6. These questions required answers, as they represent the purpose for the Evaluation Phase of the Educational Media Kit project.

RECOMMENDATIONS BY CONSULTANTS

On the basis of their study of the evaluation reports, the consultants recommended to the project co-directors the following:

1. That the minor changes noted above be made in Kit materials

2. That a proposal be developed to recommend to the U. S. Office of Education that the Kit be made available widely through a commercial distributor as soon as possible

V. PLANS FOR COMMERCIAL DISTRIBUTION OF THE KIT

When the three consultants and the project co-directors, at their evaluation meeting on October 2-3, 1967, agreed that a recommendation should be made to the U. S. Office of Education for commercial distribution of the Educational Media Kit, plans were developed to do the following:

1. Develop the procedures for inviting bids from potential commercial distributors. See Appendix E (pages 48-49) for PROCEDURES FOR INVITING BIDS FOR DISTRIBUTION OF THE KIT.

2. Develop the criteria for selecting a single company to be recommended to the U. S. Office of Education as distributor of the Kit. See Appendix F (page 50) for CRITERIA TO BE USED IN SELECTING DISTRIBUTOR.

3. Determine procedures to advise as many potential commercial distributors as possible about the availability of the Kit, and to invite their bid for handling distribution according to the procedures and conditions under No. 1 above.

During the meeting, attention was given to a number of matters that would be of importance to a potential distributor.

1. Clearance of materials for copyright:

   The contract for this project does not include the "Public Domain" clause. Article 7 of the contract---Reproduction and Use of Data---states "The marketing of any instructional materials developed under the terms of this contract by the Contractor or any other party must have the written approval of the Contracting Officer." This means that approval by the proper U. S. Office of Education official, upon the recommendation of the project directors (Lewis and Kemp), is all that is required to release the original materials for distribution and commercial copyright.

2. Presence of copyrighted materials in the Kit:

   A limited number of commercial materials (film clips, subjects copied onto slides, filmstrips, etc.) are presently in the Kit. Permission for use was obtained only for the development of the Kit. Now, arrangements would have to be made with the copyright owners or materials substituted.

3. Results of Evaluations:

As indicated in the cover letter, the evaluations of the Kit for effectiveness in use, accuracy of content, and technical quality of materials were reviewed. The results indicated that the Kit is of good quality, very well accepted, and, with minor changes, should be made available for wide use as soon as possible. A large number of letters have been received requesting information about availability and distribution.

The general results of the evaluation (and the letters) would be available to the selected distributor.

4. Revisions:

On the basis of suggestions from the field, recommendations by the consultants and the project directors' findings certain slides and other materials will be changed or eliminated. All such changes will be made prior to the time the original materials are available for distribution. Some attention will have to be given to the manuals accompanying the Kit.

If other revisions are to be made, either at the future recommendation of the project directors or by the distributor, the expenses for these would be borne by the distributor.

5. Announcements on project:

It can be anticipated that the leading journals in the audio-visual field will accept articles and news clips concerning the development and availability of the Kit. In addition, reports on the project at conventions and education meetings will further make the availability of the Kit widely known. The efforts of the project directors will be directed in these directions.

6. Potential number of sales:

Obviously, no definite statement can be made on this matter. The main potential market will be for college A/V and media instructional programs, state departments, regional centers, and county or school district in-service training programs. Some people will want sections or units of the Kit only, like the Overview or Programmed Instruction film, or one or more of the case examples.

The interest in these materials is very high, and many educators know about the Kit and are anxious to have it.

7. Royalties:

It is agreed that since Federal funds have paid for the time to develop the materials, no royalties should be requested for the materials presently in the Kit. If revisions, new additions, and continual up-dating take place, the project directors should be involved on a retainer and/or royalty basis.

8. Form of materials within the Kit:

One concern of the project directors and consultants is to make the Kit available at the lowest possible cost. We realize that the great number and variety of materials do make it somewhat costly in its present form.

In discussion, the following alternatives were suggested:

a. Reproduce the Kit as is with the variety of pieces and units.

b. Simplify the form to cut costs as follows:

(1) String all slides together as a 35mm filmstrip with 12 blank frames between sections and a brief title to identify each section. The user could use a section in filmstrip form or cut the frames apart and mount them as slides.

(2) Do the same for the 16mm film clips (3 of them) and tape recordings (4 of them); i. e., string them together on one reel and the buyer might separate them himself. If he wanted only one recording, he would have to purchase the total reel for a nominal fee.

(3) Prepare the transparencies as reproducible masters---printing ink on tracing paper like the K & E master books and others. (This will require some small revisions in the number of transparencies included.) A supplementary plan might indicate preparation of actual transparencies at a price for those not wanting to reproduce from the masters.

(4) The 16mm and 8mm cartridge films would be included as regular units. The 8mm films might only be available in Super 8 format.

The above are just suggestions. You are free to include in your bid any format or combination you wish.

METHOD TO INVITE BIDS

During the production and evaluation Phases of the project, much publicity was given to the Kit; and announcements of possible future commercial distribution were made at conventions, meetings, in written reports in journals, and through casual conversations. This publicity brought requests for information on possible distribution from a number of commercial concerns. Prior to October, 1967, four companies examined the Kit in order to determine whether they were interested in its distribution.

Following the meeting with the consultants, the co-directors checked the list of the distributors of audiovisual materials who exhibited at the annual 1967 DAVI convention. All companies that distribute a variety of materials, similar to those contained in the Kit, were selected as possible interested bidders. These, in addition to those that previously had expressed an interest in bidding, received information about the Kit, a statement on bidding procedures, and the criteria that would be used for selecting a commercial producer for the Kit. For a copy of the cover letter to invite bids, see Appendix H (pages 52-53).

A deadline date of October 24, 1967, was set for submission of bids. Each bidder was instructed to prepare six (6) copies of his bid; three copies were to be sent to San Jose (2 for use by Lewis and Kemp in evaluation of bids, and 1 for file), and one each to the three consultants. Each consultant and co-director would then evaluate each bid according to the 12 factors listed under procedures in bidding (Appendix E) against a 3-2-1 scale as established for selection criteria (Appendix F). A form was developed for this purpose (see Appendix G, page 51).

SELECTION OF DISTRIBUTOR

As indicated previously, twelve distributors of audiovisual materials received information on procedures to bid for distribution rights for the Educational Media Kit. Phone calls were received from four companies to discuss the proposal, and arrangements were made for three companies to examine copies of the test kit now in the field.

By October 24, 1967, letters were received from four companies indicating an interest in the Kit; but each, for various reasons, expressed an inability to consider making a bid. Only one company, the McGraw-Hill Book Company, submitted a formal statement of bid. The bid statement covered 20 pages and was divided into two

parts: The first part was background information on the company, its various divisions, and their experience in handling multi-media materials; the second part consisted of specific comments in answer to the twelve factors (Appendix E, pages 48-49) that were to be considered as the basis for making selection of a distributor.

In summary, the McGraw-Hill Book Company statements were as follows:

1. Selling price of Kit

   Range of $600-$800, depending upon specific costs at time of reproduction and possible charges for permissions to use other producers' materials.

2. Selling cost of units within the Kit

   The cost of each of 18 units was specified.

3. Replacement of items lost or damaged

   Defective or incomplete materials would be replaced within 90 days. No indication was given for a replacement policy thereafter.

4. Experience in handling kits or correlated materials

   Reference was made to examples included in the first part of the statement of bid. Extensive experience in handling kits and packages of correlated materials was reported.

5. Correlating contents of Kit with other media and available products

   Tie-in with a variety of McGraw-Hill products was indicated, and the possibility of substituting some present commercial materials in the Kit with McGraw-Hill items was described.

6. Alterations in present packaging of materials

   A compact, single case suitable for hand carrying would be developed to contain the Kit as a whole.

7. Promotion and advertising

   A variety of methods to announce and promote the Kit would be made, including a mailing to approximately 4,000 instructors in college audio-visual departments.

8. Revise, modify, up-date and add to materials in the Kit

The Kit would be manufactured and distributed in its present form for a period of time, probably not to exceed two years. Plans for revision or modification to be made in consultation with the project directors.

9. Approval of project directors for modification and recognition of their services

Agree to use services of project directors in planning revisions of the Kit, and to recognize their services with a retainer. Appropriate royalties would be offered for those who contribute to the planned revisions.

10. Time when Kit would be available for distribution

Three to four months after receipt of the signed contract. If the manual accompanying the Kit is revised (as suggested), an additional month may be necessary.

11. Status of 25 test Kits presently in the field

All test Kits, with the exception of the one in the U. S. Office of Education, would be recalled. Institutions that have participated in the field test program would have the opportunity to buy the Kit at one-half its final selling price. (It is the interpretation of the project directors that this statement means that the test Kits in the field could be purchased at this one-half cost.) Test Kits not purchased would be used by McGraw-Hill for preview purposes and for display at conventions and meetings.

12. Other special requirements

Right to substitute comparable materials for items presently in the Kit, if the latter are not available, or are not available at a fair price. This would only be done with permission of the project directors.

After carefully reviewing this statement of bid received from the McGraw-Hill Book Company, it was agreed by the three project consultants and the two project directors that the range of price for the Kit, as stated, was reasonable and the replies to other factors were acceptable, with one exception. The project directors feel that the present test Kits now in the field should be left for local use at no charge. This would be, in effect, compensation for undertaking the evaluations of the Media Kit.

Therefore, it is the unanimous recommendation that the U. S. Office of Education accept the bid for distribution of the Educational Media Kit and that a contract be awarded the McGraw-Hill Book Company for this purpose. The contact at McGraw-Hill Book Company is Miss Janice M. Yates, Editor, McGraw-Hill Book Company, 330 West 42nd Street, New York City, New York 10036.

APPENDICES

CONTENT OF THE EDUCATIONAL MEDIA KIT

Overview Film

Title: RESOURCES FOR LEARNING

16mm color
sound film
20 minutes
in length

Educational contributions of media for improvements in:

- ....Classroom presentation
- ....Independent learning
- ....Interaction activities

Media in Depth

Treatment of specific media in detail:

Display Surfaces
- felt boards
- magnetic chalkboards
- hook-and-loop boards

Opaque Projection

35mm Filmstrips

16mm Motion Pictures

Tape and Disc Recordings

2"x2" Slides

8mm Motion Pictures

Overhead Transparencies

Language Laboratories (Audio Center)

Television

Programmed Instruction

Instructional Materials Centers

Media Applications

Case examples showing how media contribute to teaching topics and concepts:

Westward Movement
Social Studies
(intermediate grades)

Haiku Poetry
Language Art
(junior high)

Concept of "Set"
Arithmetic
(primary level)

Sound and the Human Ear
General Science
(junior high)

Rotary Combustion Engine
Physics, Auto Mechanics
(high school, adult)

APPENDIX B

INVENTORY OF MATERIALS COMPRISING THE EDUCATIONAL MEDIA KIT

The Overview

16mm film - RESOURCES FOR LEARNING
20 minutes, sound, color

Media in Depth

Display Surfaces (DS)
- 2 slides - Flannel board
- 13 slides - Hook-and-loop board
- 17 slides - Magnetic chalkboard

Opaque Projection (OP)
- 9 slides

35mm Filmstrips (FS)
- 8 slides
- 1 filmstrip

16mm Motion Pictures (16mm)
- 4 slides

Tape and Disc Recordings (TR)
- 17 slides
- 1 tape recording (12 minutes)

2"x2" Slides (SL)
- 35 slides
- 1 tape recording (1 minute)

8mm Motion Pictures (8mm)
- 10 slides
- 2 8mm cartridge silent films (4 minutes) (Standard and Super 8)

Overhead Transparencies (OH)
- 22 slides
- 19 10"x10" transparencies
- 1 mounted picture
- 2 4"x5" high contrast negatives

Language Laboratories (Audio Centers)

16mm film - RESOURCES FOR LANGUAGE TEACHING
15 minutes, sound, black-and-white

Television

16mm film - LEARNING THROUGH TELEVISION
24 minutes, sound, black-and-white

Programmed Instruction

16mm film - LEARNING THROUGH PROGRAMMED INSTRUCTION
9 minutes, sound, color

Instructional Materials Center (IMC)
- 47 slides

Media Applications

Westward Movement (WM)
- 28 slides
- 2 transparencies
- 1 16mm film clip (3-1/3 minutes)
- 1 35mm filmstrip
- 1 tape recording (7-1/4 minutes)

Haiku Poetry (HP)
- 19 slides
- 6 transparencies
- 1 tape recording (7-1/3 minutes)

Concept of "SET" (ST)
- 17 slides
- 2 transparencies

Sound and the Human Ear (SE)
- 12 slides
- 3 transparencies
- 1 16mm film clip (3 minutes)

Rotary Combustion Engine (RE)
- 10 slides
- 3 transparencies
- 1 16mm film clip (2 minutes)
- 2 8mm silent cartridges (Standard 8 and Super 8)

TOTALS:
- 270 Slides
- 35 Transparencies
- 4 16mm films (complete)
- 3 16mm film clips
- 4 Tape Recordings
- 4 8mm Cartridge Films
- 2 35mm Filmstrips
- 1 Mounted Picture
- 2 4"x5" High Contrast Negatives
- 3 Instructional Manuals
- 1 Picture Reference Booklet

EDUCATIONAL MEDIA KIT PROJECT
San Jose State College
San Jose, California 95114

APPENDIX C

(11)

(For Presenter)

1. Title of your position:_____
   Years in this position:_____ Years previous in education:_____

Make check marks in appropriate numbered columns below for the following items:

2. Sections of kit used in presentation
3. Sections that seemed of most value to audience
4. Sections that seemed of least value to audience
5. Other sections, not used, you would have liked to have used
6. Sections to be used with this audience at a future time
7. Sections used here for the first time in any presentation you have given
8. Sections used two or more times in any presentation you have given
9. Mark "X" for any section in which incorrect ideas, wrong content, or omissions were included. Then below the table please list the item and explain the error.

CONTENTS OF THE EDUCATIONAL MEDIA KIT	2	3	4	5	6	7	8	9
Overview of all media - RESOURCES FOR LEARNING								
Display Surfaces								
Opaque Projection								
35mm Filmstrips								
16mm Motion Pictures								
Tape and Disc Recordings								
2"x2" Slides								
8mm Motion Pictures								
Overhead Transparencies								
RESOURCES FOR LANGUAGE TEACHING - film								
LEARNING THROUGH TELEVISION - film								
LEARNING THROUGH PROGRAMMED INSTRUCTION								
Instructional Materials Center								
Westward Movement (Case Example)								
Haiku Poetry (Case Example)								
Concept of "Set" (Case Example)								
Sound and the Human Ear (Case Example)								
Rotary Combustion Engine (Case Example)								

9 "X" (explanation of errors)

(Over for more)

Please write your answer for the following:

10. Are any specific follow-up workshops or other activities requested by or planned for the audience as a result of this presentation?

11. What is your general reactions as to the value of the Kit for making presentations about educational media and their applications in teaching and learning?

12. Is the packaging of the kit suitable for use? Explain.

13. Are the code system and the picture reference sheets for identifying materials suitable for use and do they facilitate selection of individual items?

14. Are the printed guides meaningful and do they facilitate presentation of the materials?

15. Please offer any additional suggestions for improving the contents of the Kit or the printed guides.

16. Are you interested in making future use of this kit?

APPENDIX C
(2)
(13)

EDUCATIONAL MEDIA KIT PROJECT
San Jose State College
San Jose, California 95114

(For Audience)

1. Number of years you have taught:_____ Grade level(s) teaching:_____
   Subject area(s) presently teaching:_____

Make check marks in appropriately numbered columns below for following items:

2. Sections of kit used in presentation
3. Sections of particular interest to you
4. Sections of little interest to you
5. Other sections, not used, you would have liked to have seen
6. Sections used about which you would like to know more
7. Mark "X" for any section in which incorrect ideas or wrong content were presented. Then below the table please list the item and explain the error.

CONTENTS OF THE EDUCATIONAL MEDIA KIT	2	3	4	5	6	7
Overview of all media - RESOURCES FOR LEARNING - film						
Display Surfaces						
Opaque Projection						
35mm Filmstrips						
16mm Motion Pictures						
Tape and Disc Recordings						
2"x2" Slides						
8mm Motion Pictures						
Overhead Transparencies						
RESOURCES FOR LANGUAGE TEACHING - film						
LEARNING THROUGH TELEVISION - film						
LEARNING THROUGH PROGRAMMED INSTRUCTION - film						
Instructional Materials Center						
Westward Movement (Case Example)						
Haiku Poetry (Case Example)						
Concept of "Set" (Case Example)						
Sound and The Human Ear (Case Example)						
Rotary Combustion Engine (Case Example)						

7. "X" (explanation of errors)

8. What is your reaction to the total presentation?

Favorable Neutral Unfavorable

9. What suggestions do you have for improving future similar presentations?

10. What one application, derived from this presentation, would you like to make in your own teaching?

(If space above is insufficient, please use back of this sheet.)

APPENDIX D

DISTRIBUTION OF MEDIA KITS

Please note the institutions that will be sharing
the Kit with the primary recipient.

March 10, 1967

STATE DEPARTMENTS OF EDUCATION

Arizona:

Mr. Ralph W. Ferguson, Director
N.D.E.A. Title III
Arizona State Department of Public Instruction
1333 West Camelback Road
Phoenix, Arizona 85013

Colorado:

Mr. Lee Green, Director
Instructional Materials Center
Colorado State Department of Education
1362 Lincoln Street
Denver, Colorado 80203

Share with: Louis H. Brown, Director
Media Institute
University of Colorado, Boulder

Connecticut:

Dr. Russell D. Capen, Consultant
Audiovisual Education and Educational Television
Connecticut State Department of Education
Box 2219
Hartford, Connecticut 06115

Share with: Henry Rosen, Director
Media Institute
State College at Bridgewater, Massachusetts

Nebraska:

Mr. L. W. Harvey, Director
Library-Media Services
Nebraska State Department of Education
State Capitol
Lincoln, Nebraska 68509

Share with: Jack L. Middendorf, Director
Media Institute
Concordia Teachers College, Seward

Oregon:
Mr. Henry C. Ruark, Jr., Consultant on Instr. Materials
Oregon State Department of Education
312 Public Service Building
Salem, Oregon 97310
Share with: Donald Duncan and Lester F. Beck.
Co-Directors, Media Institute
Oregon College of Education, Monmouth
and
Robert A. Nicholas, Director
Media Institute
Oregon State University, Corvallis

REGIONAL EDUCATION LABORATORIES AND RESEARCH CENTERS

Georgia, Atlanta
Mr. Alexander J. Kloster, Associate Director
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P. O. Box 20867, Airport Branch
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Michigan, Detroit
Dr. George Grimes
Coordinator of Information Services
Michigan-Ohio Regional Educational Laboratory
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Missouri, Kansas City
Dr. Willard G. Jones, Specialist
Resource Assessment and Information
Mid-Continent Regional Educational Laboratory, Inc.
104 East Independence Avenue
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Share with: William R. Fulton, Director
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New Mexico, Albuquerque
Dr. Stanley W. Caplan, Associate Director
Southwestern Cooperative Educational Laboratory, Inc.
120 Vassar, S.E. (P.O. Box 4266)
Albuquerque, New Mexico 87106

New York, New York City
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Communication Resources Unit
Center for Urban Education
33 West 42nd Street
New York City, New York 10036

Texas, Austin
Dr. William T. Kinniell
Associate Director for Dissemination
Southwest Educational Development Laboratory
Commodore Perry Hotel, Suite 550
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and
Roy A. Frye, Director
Media Institute
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Texas, Austin
Mrs. Elowse Best, Director of Media
Project for Individualized Instruction
The Research and Development Center for Teacher Education
6901 North Lamar Boulevard, Suite 125
Austin, Texas 78752

West Virginia, Charleston
Dr. Vincent P. Skinner, Program Assistant
Appalachia Educational Laboratory, Inc.
P. O. Box 1348
Charleston, West Virginia 25325
Share with: W. Charles Byrd
A/V Services
State Department of Education
Charleston, West Virginia

Wyoming, Laramie
Dr. Roger D. Fisher, Director
New Media Project
Rocky Mountain Educational Laboratory, Inc.
Room 304, Graduate Hall
University of Wyoming
Laramie, Wyoming 82070
Share with: LeRoy R. Lindeman
Utah State Department of Education
and
Donald Brumbaugh, Director
Media Institute
University of Utah, Salt Lake City

EDUCATIONAL MEDIA INSTITUTES

California:
Dr. J. Robert McAdam, Director
N.D.E.A. Institute in Educational Media
Sacramento State College
6000 Jay Street
Sacramento, California 95819
Share with: Robert Heinich, Director
Media Institute
University of Southern California, Los Angeles

California:
Dr. Harold H. Hailer, Director
N.D.E.A. Institute in Educational Media
San Jose State College
San Jose, California 95114

Indiana:
Dr. Carolyn I. Whitenack, Director
N.D.E.A. Educational Media Institute
Purdue University
Lafayette, Indiana 47907
Share with: John A. Moldstad, Director
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Indiana University, Bloomington
and
John V. Battram, Director
Media Institute
Wisconsin State University, Whitewater

Iowa:
Dr. Raymond V. Wiman, Director
N.D.E.A. Educational Media Institute
State University of Iowa
Iowa City, Iowa 52240
Share with: Verne Stockman, Director
Media Institute
Eastern Illinois University, Charleston
and
Charles F. Hunter, Director
Media Institute
Northwestern University, Evanston

Michigan:

Dr. James L. Page, Associate Director
N.D.E.A. Educational Media Institute
Michigan State University
East Lansing, Michigan 48823

Share with: Rolland A. Alterman, Director
Media Institute
Central Michigan University, Mt. Pleasant
and
David Curl, Director
Media Institute
Western Michigan University, Kalamazoo

New York:

Dr. Murray Phillips, Director
N.D.E.A. Educational Media Specialists Institute
State University of New York at Albany
Albany, New York 12203

Share with: S. G. Swartout, Director
Media Institute
State University College at Brockport
and
Robert C. Henderhan, Director
Media Institute
State University College at Potsdam

Ohio:

Miss Hazel L. Gibboney, Director
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Ohio State University
Columbus, Ohio 43210

Share with: John W. Childs, Director
Media Institute
Wayne State University, Detroit

Tennessee:

Dr. Curtis Paul Ramsey, Director
N.D.E.A. Educational Media Institute
George Peabody Teachers College
Nashville, Tennessee 37203

Share with: Cecil Garrison, Director
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Arkansas State Teachers College, Conway

Virginia:
Dr. Harry A. Johnson, Director
N.D.E.A. Educational Media Institute
Virginia State College
Petersburg, Virginia 23803
Share with: James W. Carruth, Director
Media Institute
East Carolina College, Greenville, No. Car.
and
Kenneth M. McIntyre, Director
Media Institute
University of North Carolina, Chapel Hill

Washington:
Dr. Gerald M. Torkelson, Director
N.D.E.A. Educational Media Specialists Institute
University of Washington
Seattle, Washington 98105
Share with: John Davis, Director
Media Institute
Washington State University, Pullman

U. S. OFFICE OF EDUCATION; WASHINGTON, D.C.
Dr. James J. McPherson, Head
Media Demonstration Center
U. S. Office of Education
Department of Health, Education, and Welfare
Washington, D. C. 20202

APPENDIX E

Educational Media Kit Project
San Jose, California
October 5, 1967

PROCEDURES FOR INVITING BIDS FOR COMMERCIAL DISTRIBUTION OF KIT

If interested, you are requested to submit your bid for distribution of the Educational Media Kit in six (6) copies as follows:

3 copies to: Dr. Jerrold E. Kemp
Co-Director, Educational Media Kit Project
San Jose State College
Audio-Visual Service Center
San Jose, California 95114

1 copy each to: Dr. Robert E. Stepp, Director
Midwest Regional Media Center for the Deaf
University of Nebraska
Nebraska Hall 426
Lincoln, Nebraska 68508

Dr. Wesley C. Meierhenry, Assistant Dean
University of Nebraska
Teachers College
Lincoln, Nebraska 68508

Dr. Raymond Wyman, Director
Audio-Visual Center
University of Massachusetts
Amherst, Massachusetts 01002

Copies of the bids must be sent air mail and postmarked no later than October 24, 1967, for consideration.

The statement of bid will include individual company position and explanation of the following factors:

1. Selling cost for total Kit
2. Selling cost for units within the Kit
3. If desired, provision for replacement of individual items lost or damaged

4. Experience of bidder in handling similar "kits" or correlated materials

5. Plan, if any, for correlating the contents of the Kit with other media resources and available products

6. Your plans for alterations in present packaging of materials in the Kit

7. Plans for promotion and advertising the availability of the Kit

8. Agreeable and responsible to revise, modify, add to and up-date materials on a continuing basis as deemed necessary in consultation with project directors

9. Agreeable to have project directors approve materials in No. 8. Furthermore, to recognize the services of the project directors and any other persons involved with a stated royalty depending on the extent of their involvement

10. Indicate approximately how soon Kit materials would be available for distribution if company is recipient of contract

11. Your wish to permit the 25 test Kits now in the field to so remain or to be recalled

12. Other special requirements that your company would want considered or are obligatory

APPENDIX F

Educational Media Kit Project
San Jose, California
October 5, 1967

CRITERIA TO BE USED IN SELECTING DISTRIBUTOR

1. Indicated selling cost of total Kit and units at a fair level for school people to pay (in comparison to costs for comparable materials) considering no costs involved for planning, development, royalties, production, and limited promotion required.

2. Manner in which the bidder has stated his replies to factors No. 3 to No. 12. Each factor to be evaluated by project directors and three consultants (Stepp, Meierhenry, Wyman) on a 1, 2, 3 scale (3 high, 1 low) and a total number of points determined.

3. Final decision based on results of No. 1 and No. 2 above.

APPENDIX G

Date:_____

Person reporting:_____

EDUCATIONAL MEDIA KIT PROJECT

Evaluation of Bids for Distribution

Factor	Bidder #				
	1	2	3	4	5
1. Selling cost of Kit					
2. Selling cost of units					
3. Replacement of items					
4. Experience with similar Kits					
5. Correlation with other media					
6. Plans for altering present packaging					
7. Promotion and advertising					
8. Agreeable to revise, up-date materials					
9. Use services of directors					
10. Date for availability of Kit					
11. Disposition of Kits in field					
12. Special requirements by company					

Assign a grade to each item for each bidder:

3----Highly acceptable
2----Average acceptance
1----Low acceptance

Bidder name (company):

#1_____
#2_____
#3_____
#4_____
#5_____

SAN JOSE STATE COLLEGE
125 SOUTH SEVENTH STREET
SAN JOSE, CALIFORNIA 95114
(408) 294-6414

APPENDIX H

October 5, 1967

Dear

A U. S. Office of Education project is being completed at San Jose State College which may be of interest to you from a distribution stand-point.

Dr. Richard B. Lewis and I have planned and prepared an Educational Media Kit under funding by N. D. E. A. Title VII-B. The Kit includes a variety of films, slides, transparencies, recordings and other materials to serve as the basis for informing teacher education students, in-service teachers, school administrators, school boards, and others about the newer resources available for teaching. It is anticipated that the Kit will be used in college classes, school in-service programs, and for presentations to general audiences by media personnel.

During the summer 25 sets of the Kit were distributed for evaluation purposes to Regional Laboratories, State Departments of Education, and College Media Institutes. The results of the evaluation are in, and we have indication of an overwhelming acceptance and enthusiasm for the Kit and its materials. We must now obtain bids from commercial concerns so as to make a recommendation to the U. S. O. E. for distribution plans.

I am writing to you and eleven (11) other companies for an expression of interest and to invite your bid for the distribution of the Kit. Time is, unfortunately, a big factor in this matter as our project must be completed on October 31, 1967, prior to which we must advise the U. S. O. E. of the recommended distributor.

If you are interested in this matter, please look over the following enclosed materials:

1. A description of the Kit project

2. A list of the contents of the Kit according to the three parts

3. An Inventory of Materials comprising the Kit

4. Procedures for Inviting Bids

5. Criteria to be used by the project directors and consultants in selecting the distributor for recommendation to the U. S. O. E.

6. Notes and suggestions which may be of help to you in bidding

If you wish to examine the materials in the Kit, please contact me and I will arrange for a Kit and accompanying printed materials from one of the test sites to be made available to you.

Please note the deadline for submission of bids indicated on the green procedures sheet.

Sincerely,

JEK/mcb

Jerrold E. Kemp, Co-Director
Educational Media Kit Project
Telephone: (408) 294-6414, Ext. 2377

Enclosures: 6 items noted

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

(TOP)

ERIC ACCESSION NO.	CLEARINGHOUSE ACCESSION NUMBER	RESUME DATE	P.A.	T.A.
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001

TITLE

100 Educational Media Kit Project -- Planning, Production, and Evaluation
101 (Final Report)
102
103

PERSONAL AUTHOR(S)

200 Kemp, Jerrold E. Lewis, Richard B.

INSTITUTION (SOURCE) — SOURCE CODE

300 San Jose State College, San Jose, California 95114, A/V Center

310 REPORT/SERIES NO.

OTHER SOURCE — SOURCE CODE

320

330 OTHER REPORT NO.

OTHER SOURCE — SOURCE CODE

340

350 OTHER REPORT NO.

400 PUB'L. DATE 11-20-67 CONTRACT ~~XXXX~~ NUMBER OE-5-16-013

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500 54 pages
501

RETRIEVAL TERMS

600 Educational Media, Audio-Visual, Instructional Materials, Demonstrations,
601 Media Kits
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IDENTIFIERS

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ABSTRACT

800 This project was to plan, produce, evaluate, and, if feasible, arrange for
801 distributing a kit of materials for use in demonstrating the variety of audio-visual
802 media available and their applications for changes and improvements in education.
803 In Phase I the content was planned and evaluated. The format included---
804 Overview film introducing the range and roles of media; treatment of various
805 Media in Depth; and Applications of Media for teaching various topics. During
806 Phase II the materials were produced. Twenty-five kits were then prepared for
807 evaluation in Phase III. The kits were used in Regional Laboratories, Media
808 Institutes, and by State Departments of Education between May and September,
809 1967. For evaluations, questionnaires were completed by those using the kits
810 and by members of audiences. Reactions were highly favorable, and commercial
811 distribution of the kit was recommended. Procedures for selecting a distributor
812 were developed, and distributors of audio-visual materials were invited to bid
813 on distribution. In accordance with criteria established for selecting a
814 distributor, the McGraw-Hill Book Company was recommended to the U. S.
815 Office of Education.
816
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818
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820
821 (54)
822